DOCUMENT RESUME

ED 215 155 CE 031 914

AUTHOR Campbell, Robert E.; And Others
TITLE Follow-Through Services: A Missing Link to Employment for the Disadvantaged.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Mar 81
CONTRACT 300-78-0032
NOTE 84p.; For a related document see CE 031 913.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Vocational Education; Career Counseling; Career Planning; Disadvantaged; Educational Planning; Educational Research; *Employment Programs; *Employment Services; Federal Legislation; Federal Programs; *Job Placement; Job Search Methods; *Job Training; *Models; Personnel Needs; Program Evaluation; Referral; Secondary Education; Vocational Adjustment; Vocational Education
IDENTIFIERS *Comprehensive Employment and Training Act; *Follow Through Services

ABSTRACT

This report presents findings of a study that sought to identify the degree to which employment and training programs, especially Comprehensive Employment and Training Act (CETA) programs, provide follow-through services to disadvantaged and nontraditional graduates and the current barriers and facilitators to their delivery. It first describes the problem and study methodology (consultation with national experts and a wide range of CETA personnel and a literature review). Findings presented concern current status of follow-up services, facilitators and barriers, and advocacy for provision of follow-through services. Fourteen recommendations are made for improving service delivery. Following this narrative, the remainder of the report (approximately 70%) describes a model for follow-through services, intended as a design for the implementation of follow-through services in any setting, but especially employment and training settings. The model provides a detailed step-by-step outline, including such activities as the need for the model, objectives, guidelines, and strategies for services (job search assistance, job adjustment counseling, career planning and training assistance, program evaluation for planning, and staffing requirements). (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215155

FOLLOW-THROUGH SERVICES: A MISSING LINK TO EMPLOYMENT FOR THE DISADVANTAGED

Robert E. Campbell

Claire Ho

Catherine C. King-Fitch

Kenneth L. Shellberg

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

March, 1981

CE 031 914

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Pfister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education, Applied Research and Development Function
Contract Number:	300780032
Project Number:	051MH10012
Educational Act Under Which the Funds Were Administered:	Education Amendments of 1976, P.C. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, D.C.
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education must be operated in compliance with these laws.

CONTENTS

	Page
FOREWORD	iii
EXECUTIVE SUMMARY	vi
THE PROBLEM	1
THE PURPOSE OF THE STUDY AND METHODOLOGY	7
THE PURPOSE OF THE STUDY	7
METHODOLOGY	7
FINDINGS	10
RECOMMENDATIONS	16
A MODEL FOR FOLLOW-THROUGH SERVICES	18
REFERENCES	66

Foreword

The goal of employment and training programs is to enable their participants to become self-sufficient in the labor market by providing them with job training and employment opportunities. It has been found, however, that this goal often is not achieved. Thousands of former employment and training program participants each year fail to obtain jobs or enter other training programs for career advancement. Considering the prodigious amount of time, money, and engery that is invested in training program participants for employment, follow-through services have been widely advocated as a means of protecting this investment by helping former participants to secure and retain employment.

This report presents the findings of a study that sought to identify the degree to which employment and training programs provide follow-through services and the current barriers and facilitators to the delivery of these services. The study also sought to answer the questions of whether these programs should provide follow-through services and if the services should be provided, how should they be provided. Two important findings that this study uncovered were that although programs overwhelmingly support the idea of follow-through services, such services are rarely implemented in practice and that no model exists to guide programs in delivering the services. In response to the need for a model for follow-through services, this report offers one that consists of guidelines and strategies for

implementing these aspects of follow-through: (1) client needs assessment, (2) delivery of services, (3) program evaluation for planning, and (4) staffing requirement. The services described in the model include job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services. The information contained in the model should be of use to program operators and staff who are seeking direction in implementing new follow-through services or expanding upon established ones.

Dr. Robert E. Campbell directed the project. Claire Ho, Program Associate; and Kenneth Shellberg, Graduate Research Assistant; assisted in the conceptualization and development of the report. Special recognition is extended to Catherine King-Fitch, Program Associate, for the writing of significant sections and editing of the report. This report could not have been completed without the assistance and review of Dr. Lucile Campbell-Thrane, Associate Director, Development Division, The National Center for Research in Vocational Education.

Appreciation is extended to consultants on the project, members of the advisory panel, and the external product reviewers:

Ms. S. Justine SuaFai
Women in Apprenticeship Program
San Francisco, California

Dr. Felix R. Sloan
Detroit Public Schools
Detroit, Michigan

Ms. Jeanne McGuire
CETA Outplacement Unit
Boston, Massachusetts

Dr. Charles F. Nichols
Minneapolis Public Schools
Minneapolis, Minnesota

Dr. James Wall
Mississippi State University
Mississippi State, Mississippi

Mr. Fred Wentzel
National Alliance of Businesses
Washington, D.C.

Mr. Carlos Gonzales
Department of Education
Santa Fe, New Mexico

Ms. Barbara Moody
Maricopa Employment and Training
Administration
Phoenix, Arizona

Lastly, this report could not have been produced without the typing assistance of Beverly Black. Final editorial review was provided by field services' editorial staff.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Overview

Since the enactment of the Comprehensive Employment and Training Act of 1973, the federal government has invested billions of dollars in employment and training programs to improve the employment status of the disadvantaged. Despite this heavy investment, a significant number of persons who complete employment and training programs, especially CETA programs, fail to secure and retain employment. The failure of some former program participants to become employed affects the programs, the nation, and the unemployed participants themselves. For the programs, it means lost time and money spent on training; for the nation, it means loss in productivity and continued subsidies to the participants; and for the participants, unemployment means continued economic dependence on society.

To partially remedy this problem, it has been suggested that former participants could profit from follow-through services designed to help them succeed in the labor market. Follow-through services include job adjustment counseling, job search assistance, assistance with career progession, and referral to support-service agencies. At present little is known about follow-through services. The purpose of this study was to examine the status of such services by answering the following questions: (1) To what degree do employment and training programs, especially CETA programs, provide follow-through services? (2) What facilitators and barriers to the provision of follow-through services currently exist? (3) Should

follow-through services be provided? (4) If follow-through services should be provided, how should they be delivered?

Information related to these questions was obtained from four sources: (1) a national panel of experts that has considerable experience in and knowledge of employment and training programs, (2) a review of literature related to follow-through services, (3) telephone interviews with sixty-five employment and training programs representing approximately 14 percent of all the CETA prime sponsors, and (4) interviews with approximately 100 CETA staff during visits to CETA programs in eight states.

The information obtained from these sources yielded the findings summarized as follows.

Current Status of Follow-Through Services

Of the sixty-five CETA programs contacted, less than 5 percent have follow-through services available to their clients. In the few programs where such services are provided, there is no systematic delivery system and the services are limited in scope and duration.

Facilitators and Barriers to the Delivery of Follow-Through Services

Two facilitators to the delivery of follow-through (factors that encourage, enhance, or contribute to their delivery) were identified. The first facilitator is that an overwhelming majority of CETA program personnel have favorable attitudes toward establishing follow-through services. Most program personnel believe that follow-through services can help resolve posttermination problems that relate to job placement, job adjustment, and

career planning. In addition, a majority of program staff recognize that follow-through services can provide a means of helping programs evaluate the effectiveness of all their services through the collection of feedback from former clients.

A second facilitator is that follow-up mechanisms already exist on which to build follow-through activities. Currently CETA programs conduct thirty-, sixty-, and ninety-day follow-up status checks on clients. These status checks can be used to assess clients' progress, identify present or potential problems, and inform clients of available follow-through services that might be helpful.

A variety of barriers to the delivery of follow-through services were found to exist. (Barriers are defined as factors that prevent, inhibit, or obstruct services delivery.) A major barrier is the lack of leadership at the federal or state level assisting programs in the delivery of follow-through services. Programs have few available resources such as guidelines, technical assistance, and administrative directives they can refer to for implementing these services.

Another barrier to the delivery of follow-through services is that there is no special funding for providing such services. Under the current system, programs that desire to or do in fact provide follow-through services have to divert resources from services to current participants to finance services to former participants. Programs are reluctant to do this because they feel this weakens current services.

A third barrier is that programs are not rewarded for the delivery of the services. Program success is measured and rewarded primarily on the basis of job placement rates at program termination. As a result, programs focus their time and energy on "in-training" activities, that lead to immediate placement at termination, rather than on follow-through services, which aim at long-range job stability and career progression.

An additional barrier is that some program staff have reservations about the value of follow-through services. They feel that offering follow-through services fosters client dependency and implies that the programs have failed in their training mission.

Advocacy for Follow-Through

Although little evidence of existing follow-through services was found, an overwhelming majority of employment and training experts as well as CETA administrators strongly advocate follow-through services. They believe that timely follow-through support may strengthen job success and career progression of some participants and thereby minimize the loss of the positive effects of the programs' efforts.

How Follow-Through Services Should Be Delivered

Due to the absence of guidelines for the delivery of follow-through services, there is a need for guidance in providing these services. This need could be met by the advent of a model that would reflect follow-through practices that are successfully working and offer suggestions for potentially operative practices to help programs implement an effective follow-through program.

An analysis of the findings regarding the national status of follow-through services suggested a number of program and research recommendation.

Program Recommendations

1. Follow-through services should be incorporated as an integral part of all employment and training programs.

2. CETA prime sponsors should be given more federal support in terms of funding, technical assistance, and incentives for providing follow-through services.

3. A model for the systematic delivery of follow-through services should be developed.

4. A follow-through services model should be field tested with different types of employment and training programs to allow for program variations.

5. Those conducting the field test of the follow-through services model should serve as a national resource for assisting other programs in the design and implementation of follow-through services.

6. Mechanisms should be established for the exchange of ideas for implementing and improving follow-through services.

7. Teacher and counselor educators should be encouraged to include follow-through concepts and techniques as part of their curricula.

8. Follow-through staff should be utilized for providing program evaluation information related to both the training and the follow-through phases of service delivery.

9. Employment and training programs should continue to strengthen their linkages with educational institutions and community organizations that provide support services.

10. Employment and training programs should continue to strengthen their linkages with educational institutions and community organizations that provide support services.

Research Recommendations

1. A comparative longitudinal study should be undertaken to study the differential effects on clients receiving follow-through services versus those who have not received such services.

2. Research should be conducted on the variations of personal support systems and how they can be utilized more effectively in follow-through services.

3. Research should be initiated to identify and examine the factors (such as personal support systems, self-esteem, and job survival skills) that account for the differences between success and failure of disadvantaged vocational graduates in the labor market.

4. A study should be conducted to examine the factors in employment settings that inhibit or enhance the career progression of disadvantaged vocational graduates.

THE PROBLEM

Unemployment: A National Problem

Unemployment has been a major problem for the past several decades. When a large segment of a nation's population is unemployed, the nation loses resources, productivity, and much of its potential for economic and social growth. On a personal level, those who do not participate in America's work force are prevented from obtaining the material, psychological, and social advantages that work affords. Because of the far-reaching effects of unemployment on the nation as a whole and on the personal lives of the unemployed, the problem of unemployment and the strategies for reducing it have influenced and will continue to influence national policy related to the economy, education, and human resources.

he severity of the problem is reflected in the unemployment figures since 1970. Since that year, the unemployment rate has not fallen below 4.9 percent (Current Statistics, June 1980). The unemployment rate for 1980 hit a high of 7.8 percent in July, with more than 8 million persons out of work (Employment and Earnings, October 1980). The unemployment problem is one with which the nation will continually and tenaciously have to grapple.

The Impact on the Disadvantaged

Although people from all segments of America's population are among the unemployed, unemployment occurs in disproportionate numbers among the socioeconomically disadvantaged. Unemployed, disadvantaged persons include all races, sexes, and ages but most often are youth, particularly balck youth. Youth make up only one quarter of the labor force but account for half of the unemployed (Rosenberg 1980). Unemployment among black youth is even more severe: two out of every five black teenagers are without jobs. Some estimate unemployment among inner-city black teenagers to be at 50 percent (Taggart and Wurzburg 1978).

Disadvantaged persons, of whatever ethnic group, sex, or age, have been variously described (Oetting, Cole, Miller 1974; Handley, et al., 1975; Goodwin 1977; Reubens 1977) as having the following characteristics:

- Limited education
- No marketable skills
- Poor motivation
- Negative attitudes toward work
- Low self-esteem
- Little knowledge of how to behave on the job

- Poor work habits
- A history of problems in interpersonal relationships
- Personal problems
- A hand-to-mouth existence

These characteristics and conditions have made it difficult for disadvantaged persons to find and retain employment. Consequently, the federal government has forged major efforts to facilitate the incorporation of disadvantaged persons into the labor market. The efforts have been aimed at helping the disadvantaged overcome the barriers that impede their finding and retaining employment.

The Federal Response

The federal government's current major initiative for helping the disadvantaged become more employable has been the authorization of federally funded, locally controlled employment and training programs. The vast majority of these programs are sponsored through the Comprehensive Employment and Training Act (CETA) of 1973. The principal aim of this Act is--

> To provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons to enable them to secure self-sustaining, unsubsidized employment (Employment and Training Report of the President 1979).

CETA programs are delivered by 460 prime sponsors that are local, state, city, or county (or combinations of such governmental units) operations serving areas with populations of 100,000 or more. The prime sponsors arrange to provide classroom instruction, on-the-job training, work experience, public service employment, counseling, testing, job development, child care, and other support services to disadvantaged, unemployed, or underemployed persons. Prime sponsors provide these services directly or through contracts with such organizations as state employment services, vocational education agencies, community groups, and private enterprises.

The primary emphasis of CETA employment and training programs is on skill development. Skill training averages six to twelve months in length and can be offered to participants for up to thirty months within a five-year period. CETA programs also provide support services to help participants remain enrolled in the programs. These services can be (but are not limited to) counseing, work orientation, job coaching, health care, child care, and transportation. Prime sponsors can "devote as much or as little resources to supportive services as they deem appropriate" (Turner and Conradus 1978). In addition, CETA programs provide job placement assistance to participants who are

terminating their training. The effectiveness of the programs often is measured by the number of program completers who are placed in jobs. Follow-up status checks on terminees are made at thirty-, sixty-, and ninety-day intervals after they leave the programs.

Some Still Flounder

A significant number of CETA terminees (those who leave prematurely or who complete CETA programs) do not become employed after their departure from the program. Many who initially find employment do not retain it. Some go from job to job. Others remain unemployed, reenter CETA programs, or receive other forms of public assistance. In 1979, about 1.3 million persons left CETA programs. A third, or more than 400,000 persons, did not obtain jobs, return to school, or enter other training (Rosenberg 1980). A 1979 longitudinal follow-up survey, that examined the employment status of 11,000 terminees who entered CETA during fiscal year 1976, indicated that at no time within the twelve months after termination did the percentage of unemployed terminees fall below 20 percent, nor did the percentage of employed rise above 60 percent. The results of the survey are shown below (U.S. Department of Labor 1979).

Posttermination Time Point	Employed	Unemployed	Not in the Labor Force
1 month	50%	28%	22%
3 months	53%	26%	21%
6 months	55%	24%	21%
9 months	58%	22%	20%
12 months	60%	21%	19%

These findings show that a significant number of persons who complete CETA training programs do not secure or retain employment. When CETA clients fail to secure or retain employment, the goal of CETA--to produce economically self-sustaining members of society--is not being met. Considering the resources expended on the training programs--9.4 billion dollars in fiscal year 1979 (Rosenberg 1980)--those who fail to become employed represent a substantial investment loss. This loss is not only monetary, but also represents lost time and effort of both training staff and participants. When program completers are not absorbed in the labor market, the effectiveness of the training program is proportionally reduced.

There appears to be no single, simple explanation to account for those who are unable to secure or retain employment. The

causes are varied. They frequently are a function of limited employment opportunities, job adjustment problems, a wide variety of personal obstacles (for example, physical and emotional illness, family constraints, limited transportation, and the feeling of being stuck in dead-end jobs), and insufficient job skills. The following hypothetical cases help to illustrate the variety of problems that participants might face after terminating their programs.

A. Claudine Jones, an employment and training program graduate, has three children: a baby, a six-year old daughter, and an eight-year old son. Desperate for work after completing her secretarial training, she took a clerical job in a local manufacturing company twenty-five miles from her home. Claudine is performing her job very well but her supervisor is becoming increasingly angry with her tardiness. He has warned her that if she does not arrive at work by 8:00 a.m., she will be fired. Claudine's consistent tardiness is due to her child care arrangements. The baby, who is cared for by a neighbor, is dropped off at 7:45 a.m. The daughter, who has cerebral palsy and is therefore difficult to dress and groom, cannot be taken to her special school before 8:00. This makes it impossible to get to work on time. The son, who attends public school, catches the school bus at 8:15 and must fend for himself until his bus arrives. Claudine is concerned that her eldest child has to get himself ready for school and that her daughter's school schedule makes her late to work. She does not want to lose her job, but sees no solution.

B. A poor, unemployed nineteen-year old named Bobby Robinson went to the Public Service Employment office to find a job. He was immediately placed in a PSE job constructing a hiking trail through the city park. The job was not satisfying for Bobby: he learned how to use some pruning and cutting tools, but little else. The job lasted for nine months and then Bobby was unemployed again. After several weeks of unemployment, Bobby returned to PSE for help in finding another job. This time he was placed in a CETA office waiting room. In this job, Bobby did nothing but answer the telephone and tell clients to be seated until the counselors were able to see them. The job lasted a year and a half until it was decided that one of the secretaries could handle the phone along with the other clerical work. Bobby was once again unemployed with few skills and no prospects for long-term challenging work.

C. Louise Lattimore finished CETA electronic assembly training in which she learned to wire and solder printed circuit boards. Upon graduating from the program Louise found a position as an on-line circuit board assembler at Excellent Electronics, a large company that employs 225 persons. Louise has found that the board on which she works is arranged differently from the one on which she was trained. It is taking her considerable time to learn the new board, although she knows that once she does learn, she will be as good an assembler as her coworkers. In the meantime, Louise is much slower than her coworkers, who depend upon her finished work to maintain their own pace. These workers are beginning to glare at her and make snide, audible comments about her. Louise is becoming increasingly unnerved by her coworkers' behavior, and the frustration makes her even less efficient. She feels that she cannot go to her immediate supervisor to discuss the problem because she seems gruff and unsympathetic. She wants to keep her job, but without being harrassed. She does not know where to turn.

D. James Williamson's training at the local CETA program was in building maintenance with a specialty in carpentry. His performance in both areas was excellent. Soon after graduation he found a job in building maintenance at a hotel in the city. James quickly learned his duties and soon realized that his job consists mainly of trailing after his supervisor who has been doing his job for fifteen years and shows no signs of leaving. The supervisor does the major tasks while James attends to the minor aspects of the job. James is dissatisfied and wants to find more challenging work. He thinks that he would like to refine his carpentry skills and become a cabinetmaker. He heard that there are openings for this position in the furniture manufacturing plant on the outskirts of the city, but he does not know how to find a cabinetmaking training program.

These four scenarios help to illustrate the problem that exists: there is a need for additional services to former employment and training program participants beyond those presently offered. While employment and training programs are addressing the needs of their participants for skill training that will make them employable, other needs related to the participants' employability upon termination are not being met.

This report explores the question of whether follow-through services, e., services offered through these programs and designed to support the job stability and career progression of former participants (such as job search assistance, job adjustment, counseling, and further career planning assistance) could meet these needs.

THE PURPOSE OF THE STUDY AND METHODOLOGY

The Purpose Of The Study

The purpose of this study was to assess the current status of follow-through services provided to disadvantaged and nontraditional graduates* of vocational programs. Since services to this client population are offered predominantly through CETA, CETA programs received major emphasis. The study sought to answer the following questions: (1) To what extent do vocational programs provide follow-through services? (2) What facilitators and barriers to the provision of follow-through services currently exist? (3) Should follow-through services be provided? and (4) If follow-through services should be provided, now should they be delivered?

Methodology

The study was conducted by obtaining information through four major strategies: (1) a consultation with a national panel of experts, (2) a literature review, (3) telephone interviews, and (4) program visits.

National Panel of Experts

A national panel of experts served as advisors to the study. They were selected on the basis of their experience, expertise, and scholarship in employment and training, the diversity of the programs or areas they represented, and their interest in follow-through services and the disadvantaged.

The primary contributions of the panel were identifying literature related to follow-through, identifying programs that deliver or advocate follow-through services, and contributing to the development of a follow-through services model.

Literature Review

The professional literature related to follow-through was reviewed to obtain information on such topics as employment and training programs, job placement and follow-up, career development and guidance, job adjustment, special problems of the disadvantaged, and job counseling and support services. Key

---

*Nontraditional graduates are those who have completed vocational programs that train persons of one sex for occupations that have been predominated by the other sex.

sources for identifying employment and training programs included CETA Works: A Selection of Programs (1979), or Wircenski's Exemplary Programs for the Disadvantaged: A Report of a National Study (n.d.), and U.S. Department of Labor's Youth Program Models and Innovations (1978, 1979). Nontraditional programs were identified through Bowers, et al. Options Unlimited: Recruiting Women and Men for Nontraditional Enrollment (Postsecondary and Adult) (1980), a recent national survey of such programs.

Telephone Interviews

Telephone interviews were conducted with sixty-five CETA programs identified by the panel and in the literature. The programs were selected on the basis of two criteria: (1) an apparent interest in follow-through services, as suggested by their program descriptions, and (2) diversity of representation, including program types, populations, and regions. Such program characteristics as diversity of services within the program, provision of support services, and attention to the follow-up process were used as indicators that programs might have an interest in follow-through.

The programs contacted represent approximately 14 percent of all CETA prime sponsors, are distributed throughout all ten U.S. Department of Labor regions, represent both large and small cities, and encompass thirty states.

The interviews were conducted to determine actual delivery of or interest in follow-through services and receptivity to visits by project staff.

Program Visits

On the basis of the telephone interviews, ten programs were selected for visits. Again, the criteria for selection were the degree to which the programs delivered or advocated follow-through services, their receptivity to visits, and diversity of representation. The ten programs, located in eight states (California, Kansas, Massachusetts, Michigan, Missouri, New Mexico, New York, and Washington), represent the eastern, midwestern, southwestern, and western regions of the country.

Approximately 100 CETA staff (administrators, vocational educators, counselors, instructors, and placement officers) and students were interviewed to obtain information on the following topics: (1) nature of the local program (mission, goals, services, population, and procedures) and the extent of follow-through service delivery, (2) recommended services for inclusion in a follow-through program and methods for delivering such services, (3) barriers to and facilitators for delivering follow-through

services, (4) staff competencies needed for delivering the services, (5) recommendations for improving service delivery, and (6) suggestions for further research concerning follow-through. The outcomes of these discussions are described in the following sections of this report.

FINDINGS

An analysis of the information obtained through the literature review, telephone interviews, program visits, and from the advisory panel provided observations relative to four major questions: (1) To what extent are follow-through services provided? (2) What facilitators and barriers to the provision of follow-through services currently exist? (3) Should follow-though services be provided? and (4) If follow-through services should be provided, how should they be delivered?

The findings related to these questions are presented in the following pages.

Current Status of Follow-Through Services

Few programs currently provide follow-through services. Of the sixty-five programs contaced, less than 5 percent have such services available to their clients. In the few programs where follow-through services are provided, delivery is not systematic and the services are limited in scope and duration. For the most part, these services consist of support groups in nontraditional women's programs (programs that prepare women for predominantly male occupations).* In these groups, participants meet at regular intervals to help each other deal with job-related concerns, such as sexual harassment, getting along with male supervisors and coworkers, and gaining occupational acceptance.

Facilitators and Barriers

During the course of the project, an attempt was made to identify currently existing facilitators and barriers to the delivery of follow-through services. (Facilitators are defined as factors that encourage, enhance, or contribute to their delivery and barriers as factors that prevent, inhibit, or obstruct their delivery.) It was found that barriers tend to outweight facilitators, which appears to be a primary reason for the scarcity of follow-through services. The specific facilitators and barriers that were identified are described further in the following pages.

---

*Other sources report limited follow-through services of other types. See, for example, Wegmann (1979) on job search assistance and Turner and Conradus (1978) on CETA supportive services.

Facilitators

Two facilitators of follow-through services were identified: (1) positive attitudes on the part of program personnel and (2) the existence of follow-up mechanisms on which to build follow-through services.

Program personnel have positive attitudes toward follow-through services. An overwhelming majority of the personnel in the programs that were contacted have favorable attitudes toward follow-through. Total opposition is very rare. In a few instances, personnel have some reservations that stand in the way of wholehearted support (these reservations are discussed under "Barriers"). This degree of receptivity to follow-through is an existing facilitator that would enhance the implementation of a successful program.

Program personnel attribute their receptivity to follow-through services to the benefits they feel would be derived by the clients, by the staff, and by the programs themselves. They report that they presently have no way of knowing how well many of their clients fare in the labor market after they leave the program. While follow-up checks are used to ascertain facts related to employment status, these checks are not used to address potential problem areas (such as job adjustment, job satisfaction, or need for additional career counseling and other supportive services) nor are they used to provide assistance in these areas when needed. Follow-through services are seen as having the potential for fulfilling this need.

Program personnel further recognize that follow-through services could provide a means of helping programs evaluate their services through the collection of feedback information from former clients relative to the effectiveness of program services. The rationale for positive attitudes toward follow-through services is further discussed under "Advocacy for Provision of Follow-Through Services."

Follow-up mechanisms exist on which to build follow-through activities. For a program of services to be implemented, a system for delivering the services and for monitoring program operations must be established. When mechanisms that are already in place can be used, the new program can be implemented more efficiently than when a totally new system has to be established.

Most CETA programs are currently conducting follow-up status checks on their clients at thirty-, sixty-, and ninety-day intervals. These checkpoints can serve as mechanisms upon which to build a follow-through program. During follow-up checks, clients' progress can be assessed, present or potential problems can be identified, and clients can be informed of available follow-through services that might be helpful. Use of existing checkpoints would reduce the amount of extra time, effort, and paper work that would be needed to implement a follow-through program.

Barriers

Four major barriers to the implementation of follow-through programs were identified: (1) absence of administrative impetus, (2) insufficient funding, (3) insufficient incentive or reward, and (4) reservations among some program personnel about the value of follow-through services.

There is no central administrative impetus encouraging the implementation of follow-through services. Presently there is no leadership at the federal or state level directing or assisting programs in the delivery of follow-through services. While the CETA legislation allows for the provision of follow-through services, it neither mandates delivery of such services nor provides standards or guidelines for their design and implementation. Therefore, programs that do conduct follow-through activities do so of their own volition, in isolation, and usually by trial and error. Programs that want to initiate follow-through services or improve their present ones have few available resources--such as guidelines, technical assistance, or even administrative directives--to do so.

There is no designated funding for follow-through services. There is no special funding allocation to CETA programs for providing follow-through services. Although programs have the option of providing such services, they must do so at the cost of diverting resources from other services. Therefore, using funds to provide follow-through services to former participants decreases the funds available for providing services to current participants. Programs are reluc-ant to use part of their funding for follow-through services because they feel it will weaken established training programs.

Programs are not rewarded for follow-through services. Under the current system, program success is measured and rewarded primarily on the basis of job placement rates at program termination. Little emphasis is placed on those benefits achieved through follow-through services (job retention, job adjustment and satisfaction, long-term career stability and progression, and so on). As a result, programs focus their time and energy on "in-training" activities that will lead to immediate placement rather than on follow-through services aimed at long-range job stability and career progression.

Some program staff have reservations about the value of follow-through services. Although prevailing attitudes of those contacted are generally positive, some staff express reservations about yhe value of follow-through services or about some aspects of such services. Reservations are primarily related to anticipated client dependency and negative images of training programs. These respondents perceive follow-through services as being a means by which former clients would remain attached to the training programs rather than as a support mechanism for facilitating clients' achievement of self-sufficiency. Based upon a belief

that clients who know that help is available beyond termination will unendingly take advantage of that help, they foresee follow-through services defeating the program objective of making clients employable and self-sufficient in the labor market.

A small number of program personnel also feel that the provision of follow-through services would reflect negatively on the performance of the training programs. That is, the need for follow-through services might be seen as an indication that programs are failing at their major training goal: that of making their clients employable.

Advocacy for Provision of Follow-Through Services

Although little evidence of existing follow-through programs was found, there was virtually unamimous support of the concept of follow-through services among the CETA programs contacted and the panel of advisors. It should be remembered that this was not an empirical study and, in order to identify the best potential sources of information, an apparent interest in extended service delivery was used as a factor in the selection of programs to be contacted during the project. Therefore, the sixty-five programs might not be considered a truly representative sample in that those who are negatively disposed to extended service delivery may not have been equally represented. However, among those who were contacted and who advocated the provision of this type of service, there was agreement that follow-through services could become instrumental in enabling program participants to become established in the labor market. In addition, proponents of follow-through services offered the following reasons for their advocacy of this type of program. (Again, these are the opinions of advocates and, for the most part, are based on expectations rather than experience; little empirical data is available to substantiate them at this time.)

Continued job placement assistance can help jobless clients. Program terminees who do not find employment or who do become employed and then quit or lose their jobs can benefit from follow-through placement assistance. The service can be useful in helping clients identify job opportunities and instructing them on job-seeking skills, which would increase their potential for stable employment.

Follow-through services can help clients obtain further education and training for career development. Some clients who complete training and obtain employment want to advance in their careers, either within their current jobs or through other job opportunities. Frequently, further education or training provides the means for career progression. A follow-through service program can help clients to identify education and training opportunities that will help them achieve their career goals.

Follow-through services can help clients strengthen their self-esteem. By helping clients to obtain, adjust to, and retain employment and thus to become established in the labor market, follow-through services can contribute to the development and strengthening of clients' self-esteem. This stronger sense of self-worth may lead to their becoming even more stable, productive, and satisfied members of the work force.

Follow-through services can aid in reversing clients' long-term problems. Often the characteristics that impede a client's ability to obtain and retain employment cannot be reversed in the short time period during which training takes place. Longer-term intervention than is provided in employment and training programs may be needed to help resolve such problems. Follow-through services have the potential for helping clients over an extended period of time to improve their long-term employability and career progression.

Follow-through services can help to protect the training investment. Employment and training programs are expensive. Although there are no official figures, local programs unofficially estimate that annual costs per participant range from $500 to $10,000, depending on the size and kind of program, length of participation by the client, the services provided, and so on. This investment in training is lost when program completers fail to secure and retain employment. Follow-through services are expected to increase the probability of job acquisition, retention, and progression, and, in turn, to protect the monies that have been invested in training.

Follow-through services can help to reduce program repeaters. CETA program operators have found that many clients complete training only to reenter the programs and receive more training. Some clients do this repeatedly (the term "CETA junkie" has been used to describe these "recycling" participants). Many reasons have been advanced to explain this phenomenon: fear of trying to survive in a competitive work environment, poor attitudes toward work, inability to find employment, inability to cope with job stress, and the program's failure to ensure participants success in the work world. Undoubtedly the reasons differ from one person to another and many or all may apply to a given individual. Many problems such as these can be averted or resolved by providing timely postprogram assistance. Follow-through services, such as job search assistance, work orientation, job adjustment counseling, and similar services, can help to provide the transition from training to stable employment rather than to repeated training.

Follow-through services can provide valuable feedback for program improvement. Staff members who provide follow-through services are in a unique position to observe the outcomes of employment and training programs and related services. Their direct interaction with clients and employers in the labor market provides a view of how successfully the training mission is being

accomplished. By observing the degree to which clients--and, in turn, programs--have met their goals, follow-through service staff can provide evaluative feedback to the various program components. Such information can be used in the analysis and improvement of services, not only those within the training programs, but those in the follow-through program as well.

Follow-through services can improve the image and credibility of CETA programs. When employers, former and current participants, and members of the community observe that programs are concerned with the posttraining needs of participants, then the image of those programs may be enhanced. Follow-through services demonstrate a commitment to helping clients become established, productive, and satisfied members of the work force. This kind of commitment supports and strengthens the image of employment and training programs as contributing to the well-being of the workers, the employers, and the community at large.

Follow-through services can help to produce societal benefits. To the extent that follow-through services help clients become established and stabilized in the labor market, society gains in a number of ways. Psychologically, society gains through the knowledge that the clients have become taxpayers, not tax users, and that they are contributing to the nation's productivity, but draining it of its resources. Economically, society benefits from the reduction of transfer payments and the increase in collected taxes, consumer spending, and national output.

Proposed Methods of Providing Follow-Through Services

While the CETA legislation requires programs to follow up on their clients thirty, sixty, and ninety days after termination, programs can provide as many or as few follow-through services as they can or wish to after program termination. Therefore, programs vary greatly in the amounts and kinds of postplacement service they deliver. As noted earlier, isolated instances of follow-through services were identified, but no prototype of a full-scale follow-through service program was found. Therefore, no studies have been conducted to provide empirical evidence of the effectiveness of any particular follow-through program model.

Despite the absence of a program prototype or model, successful practices were reported or observed and many additional suggestions were received regarding promising approaches to follow-through service delivery. The model that is described in a later section presents the reported, observed, and suggested methods of providing follow-through services.

RECOMMENDATIONS

The preceding findings regarding the national status of follow-through services for disadvantaged and nontraditional students in employment and training programs point to the impottance of follow-through services and suggest a number of strategies for improving the delivery of those services. These recommendations, including research and development activities as well as suggested program changes, are listed as follows:

1. Follow-through services should be incorporated as an integral part of all employment and training programs to enhance job retention and career progression. Follow-through should be viewed as a significant phase of the developmental process in assisting persons to progress from a state of unemployment to a state of self-sufficiency.

2. CETA prime sponsors should be given more federal backing in their efforts to provide follow-through services through (a) availability of demonstration funds, (b) provision of technical assistance for implementing services, and (c) incentives to foster their implementation.

3. A model for the systematic delivery of follow-through services should be developed to facilitate and provide direction for the implementation of such services by employment and training programs. A suggested model is outlined in this report.

4. The follow-through services model should be field-tested to assess its operational utility. The field test should include different types of employment and training programs to allow for program variations.

5. Those conducting the field test of the follow-through services model should serve as a national resource for assisting other programs in the design and implementation of follow-through services.

6. Because follow-through staff are in a unique position to observe the program participants' status and progress beyond training, they should be utilized as a key source for providing program evaluation information. Such information should address both the employment and training phase and the follow-through phase of service delivery.

7. Employment and training programs should experiment with a variety of follow-through techniques to improve cost effectiveness--for example, reducing costs by using group instead of individual counseling where feasible.

8. Mechanisms should be established for the exchange of ideas for implementing and improving follow-through services. For example, national and regional conferences, hotlines, networks, or other strategies might be used.

9. To enhance delivery of follow-through services, employment and training programs should continue to strengthen their linkages with educational institutions--such as community colleges, technical schools, apprenticeship programs, and universities--and with community organizations that provide support services.

10. Teacher and counselor educators should be encouraged to include the concepts and techniques of follow-through within their curricula.

11. A comparative longitudinal study should be undertaken to study the differential effects upon those clients receiving follow-through services versus those who have not received such services.

12. Personal support systems appear to be critical to successful job adjustment and stability. Research should be conducted on the variations of support systems for the disadvantaged and how they can be utilized more effectively in follow-through.

13. Research should be conducted to identify and examine the factors that account for the differences between successful and unsuccessful disadvantaged vocational graduates in the labor market. These might include such factors as personal support systems, self-esteem, job survival skills, type and quality of training, and availability of follow-through services.

14. A study should be conducted to examine the factors in employment settings that inhibit or enhance the career progression of disadvantaged vocational graduates.

A MODEL FOR FOLLOW-THROUGH SERVICES

The model represents a key recommendation of this study. The model is intended as a design for the implementation of follow-through services in any setting, but especially employment and training settings. The model provides a detailed step-by-step outline including such activities as the need for the model, objectives, guidelines and strategies for services, e.g., job placement, job adjustment counseling and staffing requirements.

A MODEL FOR FOLLOW-THROUGH SERVICES

Introduction

Need for a Model

After examining the national status of follow-through services for disadvantaged students in employment and training programs, the following determinations were made. (1) Few if any CETA programs provide follow-through services; when they are provided, they are unsystematic and limited in duration and scope. (2) An overwhelming majority of employment and training experts as well as CETA administrators strongly advocate the provision of follow-through services to program participants in order to strengthen job success and career progression. They feel that in many instances timely follow-through support may be a key factor in clients' postprogram survival and, perhaps more importantly, may minimize the probability of their losing the effects of the programs. (3) There is a need for a model to serve as a framework for the delivery of follow-through services.

Specifications For A Model

In response to this need, development of a model for delivery of follow-through services was undertaken. A synthesis of information obtained from a review of the professional literature, suggestions solicited through telephone interviews and visits with CETA programs, and recommendations from project advisors provided the following set of specifications for the development of the model. The model should--

1. stress the primary purpose of CETA, that is, to effect an increase in earned income and a greater degree of self-sufficiency for those citizens least able to compete in today's job market by (a) providing job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons and (b) providing for maximum feasible coordination of CETA plans, programs, and activities with related programs, such as vocational education, vocational rehabilitation, public assistance, self-employment training, and social service programs;

2. build upon the current CETA philosophy and regulations, such as those that call for conducting individual assessment, developing and implementing an employability development plan for each participant, providing training and placement services, providing appropriate support services to help participants complete training and retain employment, and conducting follow-up studies of former participants;

3. be based on the concept that follow-through services are to be offered selectively and for a limited period of time based upon individual client needs assessments (the model should be compatible with a service delivery schedule of twelve months, the first three months being a period of intensive service delivery and the subsequent nine months being a less intense tapering-off period);

4. be generic to accommodate such variations of employment and training programs as on-the-job training, public service employment, preapprenticeship training, summer work experience, and classroom training;

5. provide a conceptual framework of goals, objectives, and strategies for follow-through services;

6. identify services responsive to typical client problems and needs;

7. describe alternative approaches for delivering follow-through services;

8. provide for timely acquisition and use of program evaluation information in order to improve services;

9. provide for continuity of service to minimize client alienation and optimize service consistency (clients frequently complain that they feel as if they are bouncing balls within the bureaucratic wilderness; shuttling the client from one counselor to another should be avoided);

10. outline staffing requirements that include comprehensive knowledge and competencies in a wide range of areas, such as employment and training program regulations, counseling, employer relations, referral agencies, labor market information, and training opportunities.

On the basis of these specifications, the model described in the following pages was developed. The model includes goals and objectives, guidelines and strategies for implementing the objectives, evaluation strategies, and staffing requirements. Two major considerations should be kept in mind in studying this model. First, the model is intended as a conceptual framework for stimulating counselors, human resources administrators, CETA prime sponsors, vocational educators, and state employment personnel to consider how they might organize to deliver follow-through services. Toward this end, an attempt has been made to approach the problem at a generic level and to avoid operational detail that would be prescriptive or would make the model incompatible with service delivery systems already in existence. Instead, the model offers general guidelines and strategies to serve as a framework for developing local programs.

Second, the model is in a developmental stage and needs to be field-tested to verify and strengthen its operational utility. A field test would be especially useful for expanding our knowledge of the follow-through concept. The concept is frequently advocated but rarely tested; as a result, many basic questions have not been answered. For example, what is the optimal case load per counselor? How long should follow-through be provided? What percentage of the clients can benefit from follow-through? And how can follow-through services be implemented on a day-to-day basis? It is expected that in a field test application of the objectives, guidelines, and strategies described below, questions such as these may be better answered and new insights may be gained to improve and expand this model. During such a field test, it is hoped that various mechanisms for maintaining client contact, gaining client participation, and delivering services in a timely and cost-effective manner will be applied in order to test their utility at the local program level.

Goal and Objectives

The goal of a follow-through services program is to monitor and support program terminees to maximize their job success and career progression. This goal is achieved through the following objectives:

1. Client Needs Assessment: To assess the status of the client upon program termination and for a prescribed period thereafter to determine the need for follow-through services.

2. Follow-Through Services: To provide follow-through services based upon participant needs assessment.

3. Program Evaluation for Planning: To obtain evaluation information for improved program planning and design.

Guidelines and Strategies

Figure 1, Follow-Through Flow Chart, depicts the two major phases of an employment and training program. The first phase consists of assessment and training activities, such as intake processing, orientation, vocational assessment, and job training. The second includes follow-through activities, that is, needs assessment, follow-through services, and program evaluation. Guidelines and strategies for implementing the objectives of the second phase are outlined in the pages that follow.

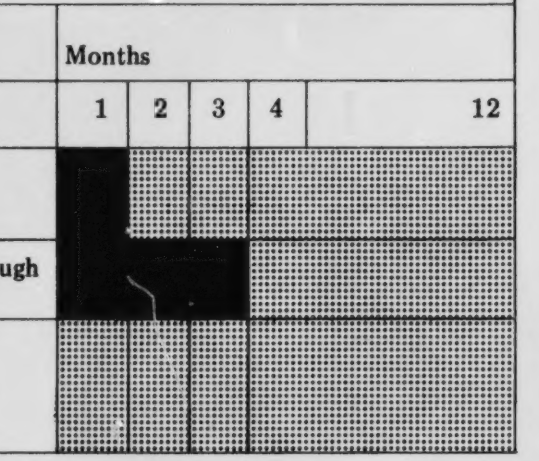
FIGURE 1

Follow-Through Flow Chart

CLIENT INTAKE

CLIENT TERMINATION

ASSESSMENT AND TRAINING (up to 24 months)	FOLLOW-THROUGH (up to 12 months)
Activities:[3]	Activities
• Intake processing and orientation	Needs assessment
• Vocational assessment	
• Employability development plan	Follow-through services
• Job training	
• Supportive services	Program evaluation
• Job placement	



Legend: Frequent or intensive activity; Less frequent activity, on an as-needed basis

3. Although these are generally representative, there is considerable variation among programs in terms of the degree to which these activities are provided. For example, job training could be as short as four weeks or as long as 104 weeks.

Client Needs Assessment

What Kind of Information is Obtained?

Information should be obtained that permits an assessment of the client's employment status so that appropriate follow-through services can be provided. The information should identify, for example, whether the client is--

- o unemployed and in need of job search assistance;
- o employed but having difficulty adjusting to the work environment and in need of job adjustment counseling;
- o employed but having difficulty retaining the job because of personal constraints and problems (child care, transportation, legal, family, or other);
- o employed but dissatisfied with a low status, dead-end job.

Who Conducts Needs Assessment?

Needs assessment should be conducted by an experienced placement counselor who has worked with the client. Intimate knowledge of the individual, the labor market, the community, employers, and job retention problems makes the placement counselor well suited for this role. In most instances, the assessment activity naturally overlaps with other placement roles, such as job development and follow-up status checks.

When Is Needs Assessment Conducted?

Needs assessment should be conducted just prior to or at the time of program termination in order to anticipate possible client problems. The advantage of this timing is that it reduces the chances of losing contact with the client after program termination and lets the client know that follow-through services are available if they become necessary. Additional ongoing needs assessment during the first month after termination is also recommended.

Early needs assessment is important for several reasons. First, the most difficult period of adjustment for new employees is during the first month. This is a period for the new worker to learn and become adjusted to coworkers, supervisors, company rules, work schedules, performance standards, family arrangements, and so on. It is during this period that problems often surface and support is needed. Second, it is essential that sufficient time be available after needs assessment to implement follow-through services.

The first month checkpoint should be perceived as a general guideline and not a rigid rule. In some instances the need for follow-through services may occur earlier--for example, when it is evident that a client is completing a program and will be floundering in the next step of finding a job or additional training. The key is to assess the need for follow-through services as early as possible so that appropriate action can be taken.

How Is Needs Assessment Conducted?

Needs assessment should be based upon follow-up checks of the clients' end-of-program and postprogram status and progress. If a problem is identified during the follow-up check, the client should be alerted to the availability of follow-through services. The counselor should make appropriate arrangements for services, such as enrolling the client in a job search group or scheduling the client for individual counseling. A modified follow-up form should be used to record the client's status and disposition to follow-through services if appropriate. A sample form showing the kinds of information to be obtained is provided on the following pages.

Follow-Through Services

In the course of this project, an attempt was made to determine (1) what kinds of follow-through services are presently being delivered and (2) what kinds of follow-through services not presently delivered should be provided to help clients maximize their job success and career progression. Through the review of existing programs and consultation with those who advocate provision of follow-through services to CETA program completers, it was determined that service should be made available in these four major areas:

1. Job search assistance. Clients who have completed training and have not found employment should have an opportunity to receive training in job-seeking skills and assistance in carrying out a job search.

2. Job adjustment counseling. Clients who have obtained employment and who are experiencing difficulty adjusting to the job or to the work environment should have access to counseling in order to improve their chances for job retention, job satisfaction, and career stability.

SAMPLE FORM

FOLLOW-UP/FOLLOW-THROUGH SURVEY

(This survey is intended as an open-ended questionnaire for the counselor to use in assessing the client's current education and employment status and determining the client's need for follow-through services.)

GENERAL INFORMATION

Name: _____ Soc. Sec. No.: ___-___-____

Address: _____ Age: _____

Telephone: _____ Alt. Tel. No.: _____

PROGRAM PARTICIPATION INFORMATION

(Summarize the client's program participation.)

Type of Training	Name of Program	Completion Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CAREER GOAL _____

COMMENTS

CURRENT EDUCATION/EMPLOYMENT STATUS

Highest Grade Completed: _____

_____ Currently attending school
If yes, describe.

_____ Employed Full-time____ Part-time ____

If employed, provide the following information:

Job Title _____

Job Duties _____

Current Wage Rate $____ per ____

Name of Company _____

Company Address _____

Any problems with present job? If yes, describe.

_____

_____

_____ Unemployed (but seeking employment)

_____ Not in labor force (not employed and not seeking employment)

SAMPLE FORM, Continued

PROBLEMS/NEED FOR FOLLOW-THROUGH SERVICES

Based upon discussion of the client's current education/employment status, is there a need for follow-through services? If yes, describe below.

Problem (Briefly summarize--e.g., in need of child care for 2 1/2-year-old child.)

RECOMMENDATIONS

(Briefly specify what should be done to help the client--e.g., provide information on local day care organizations.)

ACTION TAKEN

(Indicate any action taken--e.g., gave client address, phone number, and person to contact at Tiny Tots Day Care Center.)

3. Career planning and training assistance. Clients who wish to progress in their present careers or to set new career goals that offer greater opportunity for job satisfaction and career progression should receive assistance in making and implementing career plans. This service should include referral for further education and training as needed.

4. Referral to support services. Clients who have personal, family, health, transportation, child care, legal, or other problems that adversely affect their ability to obtain and retain employment should receive assistance in identifying and gaining access to outside sources of assistance that can help solve these problems.

The next section describes each of these services and various delivery approaches are suggested to be used in accordance with local program goals, structures, and resources.

Job Search Assistance

Assistance in conducting a job search is provided to clients who (1) have not obtained employment at the termination of skill training, (2) desire to advance in their careers by seeking employment at a higher level, or (3) desire to change jobs.

Job search services may be provided through a variety of approaches. Wegmann (1979), in a review of existing programs offering job search assistance, identified five major elements that successful job search assistance programs have in common.

1. In order to increase the probability of obtaining employment, an attempt is made to increase the number of opportunities for employer contact to which the client is exposed.

2. Factual information is provided to the client regarding how to identify and approach potential employers.

3. Job search skills, such as telephone and interview techniques, are demonstrated and the client is given an opportunity to practice these skills.

4. Social support is provided during the job search process to help alleviate the discouragement that is inherent in this process.

5. An attempt is made to influence client attitudes and behavior related to job search and employment, which in turn may be expected to improve chances for success in obtaining employment.

Formal Job Search Program

A job search program trains the client to conduct a job search and supervises the client's job search activities. The services may be provided on an in-house basis using program staff and facilities or by subcontracting with an outside source. In establishing goals for in-house programs or selecting outside programs with which to subcontract, indicators of success such as the following are useful: a placement rate of at least 65 percent, client job retention of at least six months, client salaries above minimum wage, and quality of placements using such indicators as the client's application of skills, interests, and values identified in the Employability Development Plan.

A variety of techniques that may be used in formal job search programs are briefly described in the following sections of this report.

Provision of Employment Information

Employment information is provided to help clients identify jobs that are compatible with their skills and career goals. Sources of information about potential employers are provided such as the following:

- Newspaper classified advertisements
- Employment service listings
- Telephone directories
- Agency, association, and industrial listings
- Other job development resources

Training in Developing Job Opportunities

Clients are taught to locate job opportunities by pursuing job leads obtained from friends and family and using sources of information (listed previously) about potential employers in order to initiate direct contact with employers. While sources such as employment service listings and paid advertisements are also used, emphasis is placed on using other sources to penetrate the "hidden job market." Studies have shown that a large percentage of job openings are filled each year without ever having been listed with an employment service or in a newspaper. These "hidden" opportunities are often obtained through unsolicited direct contact with employers. Clients are taught such techniques as calling employers to inquire about present job openings, asking for an interview whether an opening exists or not, and asking to be considered for future openings. Follow-up is stressed as an important step in job development.

Provision of Supplies, Materials, and Facilities

Telephone facilities are provided, which may be used by clients to contact prospective employers. Clerical services, such as typing and photocopying, are provided for clients preparing application materials. Letter writing materials and postage for sending inquiries may be supplied.

Training in Telephone and Interview Skills

Techniques for conducting telephone inquiries and personal interviews are demonstrated. Clients practice these techniques in a workshop situation, which may include such activities as the following:

- Role playing of typical interviews, inquiries and problem situations (for example, answering difficult questions, explaining gaps in employment history, putting elements of employment history, which may be considered negative, in a positive light, and handling interruptions or unexpected events in the interview)
- Critique by staff and fellow clients of techniques used in role play
- Use of videotape to record interviews and replay them for analysis and discussion
- Use of teletrainers for training clients in telephone skills
- Actual telephone inquiries made by clients under staff supervision
- Critique of clients' telephone techniques after staff and/or fellow clients listen in on calls
- Buddy systems in which clients inquire and/or apply for the same jobs and then compare and discuss techniques used and relative success in an effort to improve the success rate by improving techniques

Training in Preparation of Job Application Materials

Clients are taught to prepare resumes and letters of inquiry, application, and follow-up; to obtain employment references; and to complete application forms. Actual preparation of these materials by clients is supervised. Resumes, letters, and other materials prepared by clients are reviewed by staff and fellow clients and revised by the client who prepared them.

Attention to Personal and Social Attractiveness

An attempt is made to inform clients about appropriate appearance, deportment, and interaction skills as they relate to job search activities with the goal of improving self-confidence and

impact on prospective employers. This in turn is expected to increase the probability of success in obtaining employment. Examples of activities include--

- role play of typical interview situations and subsequent critique by staff and fellow clients of such factors as appearance, courtesy, assertiveness, body language, and mannerisms;
- discussion of how such factors affect the image projected by the client and how a prospective employer is likely to interpret them;
- self-analysis of role-playing behavior;
- critique of client's appearance before an actual interview.

Record Keeping

A record-keeping system provided by the program is used to monitor each client's job inquiries, interviews, and other employer contacts and the outcome of each event. Follow-up calls to employers may be made to ascertain reasons for rejection in order to improve clients' job search skills. Clients are assisted in using the record-keeping system to make timely follow-up contacts, evaluate their own success rate, and otherwise assume responsibility for their job search activities.

Family and Peer Support

Searching for employment is a discouraging process because of the number of false leads, missed opportunities, and rejections that any job seeker is likely to encounter. An effective program provides encouragement and support to clients to help balance the negative aspects of a job search. Supportive elements of a job search program might include the following:

- A requirement that the job search be treated as a full-time job. This can be encouraged by structuring the time in which activities take place (for example, class time, time for telephoning and interviewing, and wrap-up time), using a time clock system of "punching" in and out, using prescribed record-keeping systems, and so on.

- A requirement that all critiques, reviews, and other feedback given to clients be constructive, with the goal of helping clients to improve their job search skills, and that positive aspects of a client's skills be emphasized.

- Contact with clients' family members to encourage their understanding and support during the job search process. The importance of emotional support, job leads, transportation to and from potential employment sites, availability of telephone lines for incoming and outgoing calls, and other family contributions are discussed.

Job search assistance techniques such as those previously described have been and continue to be used successfully in a number of formal job search programs. Several that were begun on an experimental basis achieved such successful outcomes (placement rates of 65 to 93 percent) that their services were judged to be a much needed adjunct to CETA, General Assistance, and other public service programs and funding for the programs was continued. Others have been established in cities throughout the nation, both on a nonprofit and profit-making basis. Existing formal job search programs include the following:

- The Job Club (formerly the Job-Finding Club) in Carbondale, Illinois
- The Job Factory in Cambridge and Worcester, Massachusetts
- WIN Job Clubs, originally in Harlem, New York; New Brunswick, New Jersey; Tacoma, Washington; Wichita, Kansas; Milwaukee, Wisconsin; and Grand Rapids, Michigan; and continuing in several of these cities
- The Self-Directed Placement Corporation in San Diego, California; Indianapolis, Indiana; and Baltimore, Maryland
- OPTIONS in rural northern California (Arcata, Humboldt County)
- The Tucson (Arizona) Skill Center/Pima County Community College District job finding program.

Wegmann (1979) provides informative reviews of several of these programs, including specific techniques used and program outcomes.

Buddy Approach

This approach pairs clients with similar employment goals in a team effort at finding a job. Effective team efforts may incorporate many of the activities used in a group setting or on an individual basis, the major emphasis being one of sharing the work and the outcomes of the search activities. Job interviews are conducted on an individual basis and progress is monitored periodically by a staff member.

The buddy approach can be used effectively within the context of a formal job search program, an informal job search support group, or with individuals not participating in a group. Its major limitation is that it depends on similar employment goals of two or more clients. Effective techniques in the buddy approach include--

- discussing and listing sources of potential job openings;
- dividing the responsibility for scanning sources and making unsolicited employer contacts;
- sharing a record-keeping system;
- giving each other feedback on appearance, inquiry techniques, attitudes, and other determinants of job search success;
- providing moral support during times of discouragement.

Informal Job Search Support Group

Some formal job search programs offer services within a specified period of time, depending upon the structure and constraints of the sponsoring program. For example, classroom training might be followed by a specific number of weeks of supervised job search activity. Other programs offer services on an open entry, open exit basis. In both types of programs, most clients leave the program when they find employment. For the others--those who do not find employment--there is generally a point at which it is determined, either by program schedule or by individual assessment, that the client's participation in the formal job search program should end.

For clients who have not obtained employment by the end of the formal job search program, an assessment of further needs should be made. Inadequate job search skills might indicate a need for the client to repeat some or all of the job search training or to receive individual counseling and job developing assistance. Referral to another agency might also be deemed appropriate. If, however, the client has developed adequate job search skills but, because of such factors as limited job market in the client's skill area, has simply not yet found a suitable opening, an informal job search support group might be an appropriate approach for the client.

The informal approach to job search assistance, like the formal program, provides services and facilities to help clients find a job. The major difference is the intensity of the services offered. Essentially, clients are encouraged to continue using the program facilities to conduct their own group activities and close supervision, except as needed, when problems arise. Characteristics of the informal approach, as compared with its formal counterpart, are described as follows:

- Structured group training in job development, telephone interview skills, and preparation of job application materials is not offered.

- Telephone facilities, materials, record-keeping systems, and clerical services are available to clients.

- Sources of employment information (directories, listings, and so on) are available.

- Supervision of job search activities is given on a minimal basis, largely on request by the client. Checkpoints may be established for discussing progress with supervisory staff.

- Ongoing discussion groups and peer support groups are open to the clients as needed.

Individual Counseling and Job Development

Referral to a program staff member for individual counseling and job development may be appropriate for clients who (1) participated in a formal or informal job search program without success, (2) have employment obstacles of a personal or specific nature that make individual assistance a more effective approach, (3) need individual assistance in addition to that offered in a group setting, or (4) need individual attention periodically during their job search efforts to address problems that arise. This approach can provide services similar to those offered in a group context, but on a one-to-one--and often more intensive--basis and in response to individual needs.

Techniques that may be used in individual counseling and job development are briefly described as follows:

Assessment. The client's needs for services in the area of job search assistance are assessed in order to individualize the job search assistance that is provided. For example:

- Does the client need to develop job search techniques?
- Has the client simply run out of sources of job openings?
- Is supportive counseling required to help the client continue the job search?
- Are there specific problems that need to be addressed?

On the basis of this assessment, and ongoing reassessment that should occur as part of the counseling relationship, a program of individual services is planned to help the client find suitable employment. Individual services may be combined with group services or any others that may be available in the program.

Another type of assessment that may take place is career planning assessment. The counselor assists the client in conducting a self-assessment of skills, interests, career goals, employment needs, and other employment-related factors using such techniques as referral to testing services and use of interest inventories, checklists, occupational information, and other materials. This type of assistance is discussed later in this report in greater detail under "Career Planning and Training Assistance."

Client preparation. The counselor helps the client prepare to wage a successful job-seeking campaign. Activities are selected on the basis of the client's needs, and may include the following:

- Provision of, or assistance in locating, occupational and labor market information, sources of potential employers, and community resources
- Training or guidance in interview and telephone skills
- Counseling on appearance, attitudes, and personal/social skills
- Individual problem solving and "trouble shooting" as problems arise in the job search process
- Assistance in following through on a referral--for example, locating the employer's place of business, finding transportation, determining when the client must leave home in order to arrive at the interview on time, and what to do if the client must be late for or cancel the interview
- Counseling on what to expect at the interview and during a typical workday (this is especially important for clients with no previous work experience)

Job development and referral. The counselor assists the client in locating suitable job openings and refers the client to those openings. While emphasis is placed on the clients' taking responsibility for their own job search and learning job search skills that will be useful in the future, more intervention by the counselor may be appropriate in special cases (for example, clients who have failed in previous job search efforts or who have specific barriers to employment). Within the context of developing the client's independence and responsibility for the job search, the following job development activities may be appropriate:

- Mailing inquiries and information to employers (perhaps as part of a programmatic effort at developing a job pool for clients)
- Making contact with employers by telephone and in person to obtain openings and to introduce a prospective referral
- cooperating with other agencies to locate job openings

- Referring the client to suitable job openings
- Maintaining an information system of openings and referrals
- Obtaining and using feedback from employers to refine the job development efforts

Client support. The counselor assists the clients in taking the best steps on their behalf and in maintaining a positive attitude toward the job search. This type of support may include--

- coaching the client in being persistent in job search activities (following up on employer contacts, continuing in the face of rejection, and so on);
- providing moral support to avoid discouragement and to maintain a positive self-image;
- eliciting support and encouragement from the client's family;
- helping the client deal with specific problems related to attitude, self-image, interaction skills, and other aspects of employability.

Employment Service Referral

Referral to the Employment Service may be a viable approach to job search assistance when the client's employment goals are likely to be met through employers who typically list their openings with the Employment Service. Referral for specific services offered by the agency, such as aptitude or skill testing, might be appropriate in some cases. This approach may be used by itself or in combination with any of the approaches previously discussed. Effective referral techniques include--

- informing the client as to what services are available through the Employment Service;
- informing the client about what to expect (procedures, waiting time, background iformation needed, and so on);
- contacting Employment Service staff directly to alert them to the client's needs;
- following up on the referral with a call to the Employment Service staff.

Job Adjustment Counseling

Job adjustment counseling is provided to clients after placement to help them cope with the new job environment; understand and deal with values that are new or may seem alien; handle stresses and strains arising from cultural, linguistic, and sex-role conflicts; and resolve work-related problems that may arise, such as difficulties in relationships with supervisors and coworkers.

Considerable documentation is available regarding the impact of work adjustment problems on job retention and career stability (see, for example, Garbin, Campbell, Jackson, and Feldman 1967; Eggeman, Campbell, and Garbin 1969; Haccoun and Campbell 1972; and Shippen and Wasil 1977). Crites (1969) reports that the reasons for most workers' quitting or being fired from their jobs relate to personality problems rather than lack of technical skills. Gordon and Erfurt (n.d.), in a coaching manual based on experiences in the Jobs-Now program, report that 95 percent of enrollee firings were attributed to inappropriate behavior of the worker, legal problems, lateness, or absenteeism.

The disadvantaged are especially likely to need help in adjusting to the work environment, especially when they lack prior experience in a job. Oetting, Cole, and Miller (1974) point out that:

> Some disadvantaged workers have personal characteristics such as being argumentative, overly sensitive to criticism and a long history of problems in interpersonal relationships. These individuals bring to the job a predisposition to interact with other prople in inappropriate and ineffective ways. The probability of their having serious problems in conforming and adapting to the work environment is high (p. 54).

Comments from local CETA program staff contacted during this project repeatedly bore this out. The following paraphrased statements are typical of the comments recieved.

> The participants are able to find jobs with the skills they learn but they lose the jobs because of nonskill-related problems.
>
> The clients have suffered long-term deprivation. Some of the traits the clients exhibit from deprivation--and that have to be reversed--are hostility, defensiveness, low self-esteem, lack of self-confidence, and lack of interpersonal skills.
>
> The disadvantaged do not have middle-class backgrounds. They have not been socialized to the work ethic and have to minimize their personal and job-related problems in order to become fully effective employees.

It has also been noted that the causes of work adjustment problems of disadvantaged clients do not always rest solely with the client. Gordon and Erfurt (n.d.) describe:

> Some of the ways new workers in a company, especially if they are black, continue to be the last hired and the first fired. They are always "new men" in the shop. As such, they are usually treated with more suspicion and less understanding than long-term employees (p. 130).

This kind of attitude is apt to compound the work adjustment problems of the disadvantaged. Counseling may be required to help the worker become assimilated into the work environment and to derive rewards from the job that will motivate the worker to keep the job.

There was general agreement among those contacted during the course of this project that the first thirty days of employment are critical in the formation of a pattern of job retention and career stability: if clients "survive" this initial period of work adjustment, they are likely to still be employed six months or a year later and to have improved their chances for long-term stability.

The specific adjustment problems that may confront new workers are as numerous and varied as the workers themselves. They may be grouped into five major areas of job adjustment: personal work habits, interpersonal relationships, organizational adaptability, job satisfaction, and problem solving. Following are aspects of employment within these five areas to which workers frequently have trouble adjusting and for which job adjustment counseling may be a helpful supportive service.

Personal Work Habits--

- Work time: punctuality; policies regarding lateness, absence, time off, leave; recording work time; staying on the job
- Qualitative standards: accuracy, carefulness, neatness, artistry
- Quantitative standards: output, pace, meeting deadlines,
- Responsibility: diligence, following through, initiative, volunteering, mature deportment
- Attitudes and values: willingness, flexibility, showing interest and desire to learn, integrity, honesty, loyalty
- Time management: setting goals and objectives, prioritizing work, using time well, completing work on time

Interpersonal Relations--

- Relationships with supervisors: expectations vs. reality, communication, asking questions to get answers, accepting supervision, following instructions, accepting criticism
- Relationships with coworkers: getting along, fitting in, teamwork, understanding interrelationships, positive attitudes, helping others, coworkers as a source of help and support
- Dealing with problems and tensions on the job
- Dealing with prejudice

Organizational Adaptability--

- Official policies and rules: knowing company policies, rules, procedures
- Unofficial rules: learning the unwritten rules, protocol, "party line," sources of "inside information"
- Union and employee organizations: rules, policies, relationship with the work place
- Advancement: criteria for raises and promotions, informal networks; importance of outward image, flexibility, dealing with change, attitude

Job Satisfaction--

- Need for affective rewards: recognition, approval, sense of contribution and responsibility, advancement, affiliation, pride in work
- Tolerance: for routine work, pressures of schedule, place in the "pecking order"; "rolling with the punches"
- Personal factors and their impact on feelings about work and job: family background, self-image, self-confidence, attitudes, and values
- Outside problems and their impact on the job: family, personal, situational, health, legal, child-care, financial
- Money management and budgeting

Problem Solving--

- Importance of early detection of problems
- Identifying causes and symptoms
- Problem-solving steps

Job adjustment counseling may be provided through both individual and group approaches, several of which are described in the following pages. Several points should be considered in the design of the job adjustment counseling service follow-through program and the selection of approaches and techniques to be used in that service area.

1. Timeliness. Providing the service at the proper time is of prime importance for effective counseling. If provided too early, the counseling will lack relevance. On the other hand, early detection of a potential adjustment problem often can avert a crisis.

2. Ongoing assessment. Timely intervention necessitates ongoing client assessment within a stable counseling relationship. If rapport has been established and mechanisms are available for clients to interact easily with program staff, the need for counseling is much more likely to be recognized at a time when it can be helpful. Ongoing dialogue with employers is also an important source of information about clients' job adjustment.

3. Multiple approaches. Adjustment problems seldom occur singly. More often, clients have multiple problems that must be addressed together. A combination of counseling approaches and techniques may be appropriate or counseling may need to be combined with other services, such as referral to outside support services.

4. Client independence. In the delivery of counseling services, the goal of client independence should remain foremost. Job adjustment counseling should not be a long-term "hand-holding" situation, but should encourage the client's development of adjustment skills that will produce a more self-sufficient worker who can cope with work problems as they arise.

5. Sound practices. Job adjustment counseling should be based on accepted counseling and educational principles (for example, positive reinforcement, practice, similarity of learning "climate" to that of the work environment, criterion reliability, delineation of goals and objectives, sequential learning, and so on).

Group and individual approaches to job adjustment counseling and techniques appropriate for use within these approaches are described below.

Group Counseling

Group counseling techniques have a number of advantages in the context of follow-through services. (1) They are often more cost effective than individual approaches. Several clients are provided service simultaneously by one or two staff members, which frees other staff for other responsibilities. (2) Peer interaction can be an effective counseling tool: learning that others have similar problems can be comforting and supportive; clients may be more receptive to suggestions from peers than from instructors or authority figures; and clients can learn from others' adjustment experiences. (3) Interaction in the group setting can contribute to ongoing assessment: problems requiring individual counseling may become more readily apparent during the give-and-take of group process than in a one-to-one interview.

Several group counseling techniques are described in the following pages. Some of these, such as demonstration, case studies, use of audiovisuals, and lecture, can easily be adapted for use with individual clients as needed.

Lecture. A person who is knowledgeable about a given topic presents information on that topic to a group of listeners. This technique is generally considered an inferior training method for several reasons: the client is in a passive role, placing the burden solely on the trainer; lectures tend to be boring; the content may not be individualized to each client's needs; and

there is little opportunity for feedback to the client as to how well the content is being learned. These disadvantages tend to increase with the size of the group. There are, however, some advantages to the lecture technique: much information can be given to many people quickly; it is inexpensive in terms of client-counselor ratio; and an excellent lecture can be an inspirational model to the clients.

The lecture technique may be most appropriate for providing employment orientation information (rules, procedures, tax information, labor laws, benefits, personal finance, employer expectations, and so on). Lecture is not recommended as the sole method of providing group counseling. It is most beneficial when used as an introduction to another technique or for providing a final, synthesizing statement of what has been learned through another technique.

Conference or group discussion. A group leader and a small group of clients work together in a discussion setting. The purpose, goals, and objectives of the session are carefully explained by the leader, who keeps the discussion focused on the objectives. Problems and issues are advanced (either the leader presents typical problems or clients present their actual problems) and group members participate in their resolution. In the course of discussion, clients use each other's insights to shape their own thinking.

Haccoun and Campbell (1972), in their discussion of work entry problems of youth, conclude that "group discussions and conferences might provide one of the better intervention strategies to be used for aiding work entrants in their development of flexible coping styles" (p. 37).

Advantages of the conference technique are that it enables clients to discover solutions to their own problems, that usually facilitates retention of learning; it is cost effective; it is flexible for many uses and can be combined easily with other techniques (such as case studies, role playing, and use of audiovisuals); and it can alert the counselor to individual clients' potential on-the-job problems so that early intervention is possible. The benefits of this technique are maximized when the group is kept small, the goals are made clear, the group process is well organized, and effective leadership prevents one or two clients from monopolizing the discussion. This technique can be especially effective for developing problem-solving skills; changing attitudes, values, and responses to supervision; and improving interaction skills with coworkers. It is not an effective method of imparting a lot of substantive content within a reasonable time.

Training groups ("T Groups") or sensitivity training. A small group of clients and a facilitator focus on some dimension of interpersonal relations, critically evaluating themselves and the others

while focusing on the "here and now." The goal is to see oneself as seen by others, using conflict as a vehicle for accomplishing this.

On the applicability of this technique to the general working population (as opposed to those in managerial training), Haccoun and Campbell (1972) state that

> (1) Work settings are social ones (2) work involves the face to face interactions of many people (3) work conflicts are frequent occurrences. It would seem that these situations are well suited to the use of the T group as an intervention strategy (p. 33).

The T group can be an effective technique for increasing sensitivity, improving the capacity for open communication, and increasing flexibility in role behavior. It should be noted, however, that the effects of sensitivity training seem to fade quickly and the transferability of what is learned through this technique to the work environment has not been determined.

Role playing. Participants in a small group assume the roles of characters in a problem situation and act out the situation. Problems may be provided by the leader, presented through case studies or open-ended audiovisual vignettes, or suggested by the clients. If the group is large it can be broken into smaller groups, who act out the same situation simultaneously, and then reassembled to discuss the solutions.

Role playing is an effective technique for improving communication and coping skills, increasing self-awareness and self-esteem, learning appropriate job language and behavior, reducing prejudice, and changing work values and attitudes. It is also a means for the counselor to predict job behaviors in clients. One drawback of role playing is that some participants either find it hard to take the situations seriously or focus too much on acting and lose sight of the counseling goals. Advantages of this technique are that it is motivating and interesting to the client, an active form of learning in which the learner receives immediate feedback and reinforcement, a good vehicle for clients to practice coping behaviors, and fairly easy to design. Role playing is somewhat costly in terms of administration and time.

Gaming techniques. Two or more clients, each given information about a hypothetical problem or situation, compete within the framework of a game. Each strives to win the game and maximize his or her returns.

Games are most frequently used to improve goal-setting and decision-making skills and to develop greater awareness of business environments. Gaming can be an effective technique for some clients because the element of fun is motivational. Further, clients are

allowed to set their own goals and are helped to understand which actions ought to be taken to attain those goals. Immediate feedback is reinforcing and forces realism regarding the causality of one's actions leading to outcomes.

Many suitable games are available commercially--for example, The Job Game (Employment Training Corporation) and Life Career Game (Western Publishing Company). When existing games are used for this technique, the cost tends to be quite low in relation to the outcomes.

Simulation. Clients assume worker roles in a hypothetical situation, frequently some type of business venture. Participants learn the importance of worker interrelationships through carrying out interrelated tasks.

For some clients, this can be a motivational technique because of the participatory element and the interesting situations that can be created. Simulations are usually flexible, in that different numbers of roles can be used together or roles can be combined in different ways. It is important to use this technique selectively, with those clients who are most likely to benefit from it.

When commercially available simulations are used--for example, Adventure--Lifelong Learning Simulation (Abt Publishing Company) and Project Seek (The National Center for Research in Vocational Education)--preparation for this technique is fairly inexpensive, although staff involvement in relation to payoff may be high.

In-basket technique. This technique is closely related to simulation but can be conducted with less elaborate structure and preparation. Each client receives a description of a worker role and an in-basket of job tasks representing day-to-day problems or decision points. (Although this technique is most effective when several clients are given interrelated roles and in-baskets, it may also be used with individuals.) Clients deal with the items in their in-baskets, then discuss their activities with the counselor, who helps them interpret appropriateness of decisions and actions and their impact on other workers' roles.

This technique is an appropriate counseling tool for adjustment problems related to decision making and personnel interrelationships.

Case studies. Written problem descriptions are presented to the clients, who try to resolve the problems. Members of the group share their ideas and discuss alternative solutions.

This technique may be appropriate for working on situational problems, personal work habits, and problems related to interpersonal relations and response to supervision. It is also useful as a follow-up to other techniques to determine how much clients have retained.

Audiovisuals. Films, filmstrips, slides, tape recordings, videotapes, and closed circuit television can be used in a variety of ways in job adjustment counseling.

Many films, filmstrips, and recordings that are available commercially deal with work adjustment topics. Examples include the following:

- ABC's of Getting and Keeping a Job (Eye Gate House)
- Exploring the World of Work (Specialized Service and Supply Co.)
- Getting a Job and On the Job (Education Design)
- Opportunity (Scholastic Book Services)
- Roles and Goals (Argus Communication)
- Your First Week on the Job, You and Your Job Interview, Trouble at Work, A Job That Goes Someplace, and Job Hunting: Where to Begin (Guidance associates)

Materials such as these are versatile: they can be used in different settings and with any size of group; if kept in stock, they can be used with little notice or preparation and can be chosen to fulfill a variety of purposes; and they require a minimum of staff time. The content should be studied carefully for accuracy, appropriateness for the counseling goals, and absence of ambiguity and bias.

Disadvantages of this type of medium are that the learner is in a passive role and that the materials may not be strictly relevant to each client's counseling needs. To help focus the content on specific problems and to involve the clients actively in interpretation of the content, audiovisual presentations should be followed by discussion.

Audio and videotapes and closed circuit television are useful for another prupose: microteaching. In this technique, the clients give a short presentation or participate in role playing. The segment is recorded and replayed and the clients watch and/or listen to the recording with their counselor and other members of the group. The clients receive immediate feedback through watching their own behavior and from the discussion that follows.

Although performing before camera or microphone can be threatening and depersonalizing to some clients, these feelings can be minimized by preparing the clients for the experience of self-observation. While the initial cost of audiovisual materials and equipment is high, the cost over time is low because they can be reused.

Individual Assistance

Individual assistance, in the form of counseling or other services, has the advantage that it can be tailored exactly to the client's needs. The content can be individualized on the

basis of the client needs assessment and services can be rendered when they are most needed. Several techniques for providing individual assistance are described as follows.

Individual counseling. Counseling is provided on a one-to-one basis to help the client deal with adjustment problems on the job and to develop coping skills that will help the client handle future on-the-job problems without assistance.

It is important that counseling be provided early, at the first sign of a potential adjustment problem. In many cases this makes it possible to avert a problem rather than to remedy it. (It may be too late to solve a problem through counseling after a potential problem has escalated into a on-the-job clash.) Individual counseling may be considered an expensive technique in terms of counselor-client ratio, but it is frequently more efficient than group counseling in terms of getting to the problem quickly and resolving it.

Dialogue with employer. Ongoing dialogue with clients' employers is a good source of information about job adjustment. By keeping informed in this way, the counselor can be alert to potential problems and offer counseling services before problems become critical.

Intervention or advocacy. Sometimes a job adjustment problem results in a crisis--the client is fired, is under threat of being fired, quits, or is about to quit--before the counselor learns about the situation. Under these circumstances, the counselor may decide to intervene.

The counselor talks to the employer and the client and determines the nature of the problem and any underlying causes. A decision is then made as to the best course of action. For example the counselor might--

- talk to the employer on behalf of the client;
- get the client to stay on the job;
- counsel the client on coping with job stress;
- get the employer to modify a stressful situation;
- refer the client for needed outside services.

This technique is most easily implemented if an ongoing dialogue has been maintained with the employer. Additional discussion of this technique is presented by Gordon and Erfurt (n.d.), p. 119ff.

Programmed or computer aided instruction (PI or CAI). In this technique, small increments of material are presented to the learner and a question is asked. If the learner's response is correct, new material is presented; if wrong, the material is repeated. In the linear method of PI, material is presented in ascending order of difficulty, and the material at each level

must be learned before the next level of material is presented. In the branching method, the learner who gives a wrong answer is "branched" to a deeper exploration of the problem material.

Programmed or computer aided instruction is available in several forms: program books, piecemeal program materials, program learning machines that accommodate one client at a time, and computer programs that can accommodate many clients at once.

CAI and PI techniques are useful only when there is a definite content with "right answers" to be learned. This may limit its applicability for some areas of job adjustment counseling. Haccoun and Campbell (1972) note that:

> PI seems more efficient when specific learning criteria or goals are set. Unfortunately setting up specific criteria for problems such as "adjustment to peers and supervision" is a difficult task because the criteria are often situation-determined. However when (and if) these criteria are specified the positive experience with PI might be indicative of its future usefulness as an intervention strategy (p. 30).

Since this technique focuses on individual differences, its effectiveness varies with those differences. Motivation may be greatest with people who prefer to learn information systematically. Although initial cost is very high, PI and CAI systems are inexpensive to use.

Modeling. The client observes a person (model) performing a task, then duplicates the task. The task is repeated until the client can successfully perform it, and correct performance by the client is rewarded.

Also called "observation learning," "imitation identification," "social learning," and "vicarious learning," this technique may be appropriate for such counseling topics as personal work habits, proper use of language and deportment on the job, and responses to supervision. It is less appropriate for situational adjustment problems because "correctly" modeled behaviors are difficult to transfer from one situation to another. The effectiveness of modeling is enhanced if the model is someone who is perceived as being competent and with whom the client can associate.

Exploratory experience. Often used for people whose career goals are unclear, this technique may also be useful for the client who has a history of work adjustment problems, who has been identified during training as having strong potential for such problems, or who has no experience whatsoever with work environments. In this technique, the clients are placed with a worker on a job in the type of industry or business in which they are seeking employment. The clients observe a typical workday and "get a feel for" the work environment.

Selective placement. Employment situations to which clients are referred may need to be chosen carefully to avoid a particular adjustment problem for which a potential has been noted in the client. Occasionally an instructor or counselor, by observing a client's performance or interaction with program staff and other clients, will detect an aspect of employment to which the client is likely to have trouble adjusting (for example, personal grooming or strict regimentation). If it is determined that the client's attitudes or behaviors cannot be modified sufficiently, or that employment is needed before modification can take place, it may be helpful to place the client on a job in which the problem is not likely to arise.

Referral. When personal, family, or other nonjob-related problems impede the client's adjustment to work, it may be appropriate to refer the client to outside services (for example, child care, legal, or mental health services) for assistance with the problem. This technique is described under "Referral to Support Services."

Reading lists and printed materials. The counselor provides reading materials, or lists of such materials, from which the client learns appropriate behavior patterns. Examples include:

- Everything a Woman Needs to Know to Get Paid What She's Worth (Bantam Books)
- Handbook for Young Workers (U.S. Government Printing Office)
- How to Get and Hold the Right Job (U.S. Government Printing Office)
- How to Keep your Job: Poster Series (Walch Pub.)
- Succeeding in the World of Work (McKnight and McKnight)
- Succeeding on the Job: Self-Study Guide for Students (Card Set) (Interstate Printers and Publishers)
- A Working Woman's Guide to Her Job Rights (U.S. Department of Labor)

For written materials to be effective, the reading level and style must be appropriate for the client, the content must be interesting, and the materials must be available. Thus, materials that are hard to read, that are presented in a style to which the client does not relate, or that cannot be obtained without spending money or going across town to get them are not likely to be effective tools for job adjustment counseling. Written materials are best used for reinforcing learning acquired by other methods or providing information to clients who cannot participate in other training.

Career Planning and Training Assistance

Career planning and training assistance are services that help clients identify and pursue their career goals. These services are provided to clients who, after termination of employment and training programs, (1) have not chosen a career (2) have careers and wish to maintain them, (3) have careers and wish to advance in those careers, or (4) have careers and wish to change to other careers.

There are two aspects of career planning and training assistance: career planning assistance and referral to education and training programs.

Career Planning Assistance

Clients who complete CETA training programs often obtain employment in entry level jobs that do not offer long-range career opportunities without further planning and, possibly, training. The aim of career planning assistance is to help clients improve present career paths or choose new ones that fit their skills, interests, and occupational aspirations. Career planning assistance can be developed through three approaches: "in house" groups, individual career planning assistance, and referral to agencies. All three approaches to career planning assistance are aimed at helping clients (1) assess their skills, interests, and occupational aspirations; (2) explore career options (including nontraditional career options); (3) choose new careers or maintain their present ones; and (4) implement their decisions.

"In-house" group career planning assistance. Groups of clients are counseled in career planning by program staff. Although targeted at individual needs, the counseling is delivered through structured group activities. The counseling includes some or all of the following activities:

- Assessing clients' skills, interests, occupational aspirations, and personality traits by using aptitude and achievement tests, interests inventories, personality evaluations, and other instruments.

- Acquainting clients with career options through discussions, lectures, and career guidance materials. Career information should include the following:
  - Nature of work
  - Working conditions
  - Hours of work
  - Salary or wage range
  - Opportunities for advancement

- Required skills and attributes (manual dexterity, good vision)
- Education and training requirements (type, content, length)
- Other prerequisites (experience, license, certification, union or professional group membership)
- Equipment used
- Degree of supervisory responsibility
- Kind of supervision received

- Instructing clients on the decision-making process to facilitate their choosing career paths that match their career interests. This activity could also include instruction on problem-solving techniques.

- Aiding clients in implementing their career decisions. This activity is usually accomplished by referring clients to appropriate training programs that will prepare them for their career choices. See the section on "Referral to Education and Training Programs," page 50 for discussion of this activity.

Individual career planning assistance. Clients are counseled on a one-to-one basis to help them resolve career-related questions or problems. The activities used to help individuals plan their career may be the same ones used in group counseling. Clients may also be directed to career information materials so that they can guide themselves in selecting career paths. Examples of such materials follow:

- Dictionary of Occupational Titles (U.S. Department of Labor)
- Guide for Occupational Exploration (U.S. Employment Service)
- Guide to Local Occupational Information (U.S. Employment Service)
- Job Guide for Young Workers (U.S. Employment Service)
- New Career Options: A Woman's Guide (Human Sciences Press)
- Occupational Outlook Handbook (U.S. Department of Labor)

Referral to community services for career planning assistance. Clients who need additional assistance may be referred to community services that provide career planning assistance. Although this will vary by communities, such services are typically found in--

- four-year colleges and universities;
- community and junior colleges;
- private groups and agencies;
- government agencies;
- public adult schools;
- company personnel offices.

Career planning assistance also can be located through such sources as The National Center for Educational Brokering (405 Oak Street, Syracuse, New York 13203), which publishes a national directory of career planning services. Directories of career planning services may also be available from local sources or state departments of guidance.

Referral to Education and Training Programs

The purpose of referral is to link clients with opportunities for further education or training (for example, postsecondary programs) that can help them achieve their career goals. The process of referral includes four activities: (1) helping clients identify education and training needs, (2) identifying education and training programs, (3) linking clients with programs that meet their education and training needs, and (4) helping clients implement their education and training plans.

Helping clients identify education and training needs. After clients have decided upon career goals, they are assisted in identifying short-term and long-term education and training needs to pursue those goals. For example, it might be determined that a client needs adult basic education (to upgrade basic academic skills) and then some type of postsecondary vocational training in the chosen field.

Identifying education and training programs. Organizations and institutions are identified that offer the type of education or training sought by the client. Such organizations and institutions might include the following:

- Proprietary schools
- Area vocational-technical schools
- Technical institutes
- Business and trade schools
- Business or government sponsored training programs
- Community colleges
- Universities
- Adult education programs through public schools
- Correspondence courses
- Apprenticeships
- Military training

In addition to local sources of information, directories and guides such as the following may be used to identify programs in the area of the client's education and training needs.

- American Trade Schools Directory (Croner Publications, 1974)
- Barron's Guide to Two-Year Colleges (College Division, Barron's Educational Series, 1979)

- Community, Junior, and Technical College Directory (American Association of Community and Junior Colleges, 1979)
- Comparative Guide to Two-Year Colleges and Career Programs (Harper and Row, 1976)
- Directory of Postsecondary Schools with Occupational Programs (National Center for Educational Statistics, 1978)
- Lovejoy's Career and Vocational School Guide (Simon and Schuster, 1978)

Literature such as catalogues, pamphlets, and brochures is obtained to provide the client with such information as the following about the programs:

- entrance requirements (entrance examination, education prerequisites, minimum grade point average, previous training, and so on)
- Training or tuition fees
- Financial aid possibilities (loans, work-study arrangements, grants, and scholarships)
- Course requirements for a particular degree, certificate, or license
- Calendar of program offerings
- Schedule of classes
- Deadlines for submitting applications

Linking clients with education and training programs. The counselor helps the client gain enough information about the program and institution to be able to make a decision about pursuing the training or education.

The directories, guides, pamphlets, and other written materials are stocked in order to provide clients with general and specific information about the programs. A browsing library might be established to facilitate clients' access to the written materials.

Representatives of training programs might be invited to speak to groups of interested clients about their programs' content, admission requirements, costs, and other factors.

Clients are encouraged to visit the organizations or institutions that house the training programs of interest to them, to view the facilities, and discuss the nature of the programs with admissions staff, instructors, and students.

Where different types of training are available in the chosen field (for example, apprenticeship, vocational school, and community college), the client is assisted in reviewing and comparing the different programs--their prerequisites, content, training time, type of instruction, training outcomes, cost, and so on--to determine the type of training that best meets career goals and individual needs.

Helping Clients Implement Education and Training Plans

Communication is established with the admissions staff of the training programs to inform them of individual clients' career goals and training needs. During these contacts, information can be obtained about the application procedures, student selection process, deadlines for submitting applications, and other matters related to entry. This information is then used to help the clients decide whether they are eligible and in a position to take advantage of a particular program.

Clients are assisted with procedures and problems related to matriculation and participation in their desired programs. For example, the following kinds of assistance might be provided as needed:

- Completing applications
- Scheduling and preparing for entrance tests
- Obtaining financial assistance
- Planning for training related expenses (books, materials, tuition, dues)
- Making child-care and transportation arrangements

Referral to Support Services

Referral to support services is provided to clients who need help in relieving personal problems that interfere with their job success but are not directly related to their jobs--for example, inadequate child care or transportation. The actual help or service that the clients require is delivered by sources outside the follow-through program. It is the counselor's function to help clients identify their problems and to direct them to the services.

Helping Clients Identify Personal Problems

Clients are guided in examining their respective employment situations and discerning those factors in their personal lives that impede their optimum job performance. Clients are encouraged to express what they see as impediments to their job success but are discouraged from relying on program staff to make judgments about their personal situations or to solve personal problems for them.

Directing Clients to Sources of Assistance

Once the problems have been identified, the clients are made aware of service deliverers that can provide help in abating the problems. If a support services referral handbook is available,

it is used to provide clients with basic information (name of agency, address, phone number, scope of service) about those service deliverers.

The following are examples of personal problem categories that might interfere with clients' job success and the service deliverers that might be expected to provide assistance in solving the problems:

- Child care
  - private day-care centers
  - church-sponsored education centers
  - county family services
- Counseling
  - community mental health centers
  - private counseling services
  - public and private hospitals
  - church-sponsored social services
- Financial assistance
  - budget counseling
    - community action programs
    - consumer credit counseling services
    - small business administration
    - utility companies
  - rent supplement
    - local housing authority
  - housing financial assistance
    - local homestead department
- Health
  - hospitals
  - public health services
  - community outpatient clinics
- Legal assistance
  - local bar association
  - local Legal Aid or legal rights service
  - legal clinics
  - city prosecutor office
  - local court of common pleas
  - municipal court

Program Evaluation For Planning

A common complaint among CETA staff is that there is an absence of systematic feedback about program effectiveness to prime sponsors on which to base improvement of program services. Although contracted formal evaluation studies occasionally are done, these usually do not provide sufficient substantive information about the program on an operational level. The formal

studies are generally done at a macrolevel and the feedback delay is lengthy, often as long as a year or more before the report becomes available.

CETA staff engaged in placement, job development, follow-up, and follow-through activities are in a unique position in the total CETA operation to observe the end results of programs. In the course of performing their roles, they obtain feedback from clients and employers regarding unmet client needs, attrition, and other problems, which reflect on the quality of skill training, the appropriateness of placements, the adequacy of counseling, and the coordination among services. In addition to providing constructive feedback on various programs, follow-through staff are in a position to obtain information about the quality of their own services.

Consequently, the purpose of this program function is to encourage staff to evaluate program and follow-through services within the realistic constraints of their job duties. That is, evaluation information that is sound and useful should be fed back to the program, but the process of obtaining and transmitting it should not become a burden of cumbersome paper work.

Because of the variety of program structures, staffing configurations, and operational procedures among local programs, the most effective mechanisms for formative evaluation may differ from one program to another. Therefore, evaluation strategies should be designed at the local or regional level to meet local needs within the constraints of program operations. Strategies should be selected that (1) provide constructive recommendations for program improvements, (2) provide information in a usable form, and (3) minimize the generation of burdensome activities, such as excessive forms and reporting procedures.

The following steps are suggested as one approach to analyzing evaluation requirements and identifying effective means of meeting those requirements.

1. Examine overall program goals. Existing program goals should be reviewed to determine toward what ends program improvements are to be aimed. Examples follow:

   - High placement rate
   - High rate of job retention
   - Employer satisfaction
   - Client satisfaction
   - Career stability or progression among clients
   - Retention of clients in training, counseling, and other services (nonattrition).

2. Identify criteria or measures of success. Each component of client service, including both training and follow-through services, should be examined. For each component

criteria should be established for evaluating the success with which they contribute to program goals. Examples follow.

- Training: Is each training program teaching up-to-date skills?--Providing sufficient skill levels?--Using training methods that are sound and motivational?--Responsive to the labor market?

- Preemployment counseling: Is it provided to those who need it when they need it? Are effective techniques used? Does counseling prepare clients for the employment situation?--Provide enough information on available services?--Produce realistic client expectations?

- Job search assistance: Are suitable openings located? Is client independence fostered? Is adequate emotional support provided? Are transferable job search skills taught? Are clients retained long enough to find jobs?

- Placement: Do jobs match clients' needs? Do referred clients match employers' needs? Are "problem" placements avoided? Do clients and employers have realistic expectations of each other?

- Job adjustment counseling: Are the clients who need it identified? Is the service provided when needed (are firings and quittings avoided through timely intervention)? Are the real problems addressed? Is service provided in a time/cost efficient manner?

3. Identify indicators. The kinds of information that can be obtained through interaction with employers and clients should be identified and who the information might reflect upon the criteria should be determined. Examples follow.

Indicators	Possible Problem Areas Indicated
• many clients not being placed	• training not providing sufficient skill levels • training offered in non-demand occupations • inadequate job search assistance

Indicators	Possible Problem Areas Indicated
• employer dissatisfaction with employee skills	• out-of-date skills taught in training • training not providing sufficient skill levels • inadequate communication with employers during placement
• many clients quitting or being fired for nonskill-related reasons	• job adjustment counseling not provided when needed • inadequate employment orientation • lack of ongoing needs assessment
• client dissatisfaction with "dead-end" jobs	• inappropriate placements • inadequate skill training • need for career progression counseling
• clients returning repeatedly for help with the same problems	• client independence not fostered during service delivery

4. Determine means of transmitting feedback. Existing program structures and record-keeping systems should be examined to determine the most effective methods of transmitting feedback. Attempts should be made to use existing vehicles in order to minimize the time and effort required. Examples include the following:

   - Existing forms
   - Periodic reports
   - Scheduled staff meetings
   - Informal staff linkages
   - New vehicles, such as monthly evaluation meetings

5. Determine methods of implementation. Program structure and policies should be examined to determine the most effective methods of implementing any needed changes. For example:

   - "Channels," protocol, required authorizations for policy change
   - Committees, task forces
   - Curriculum
   - Formal and informal linkages with instructional and counseling staff

Staffing Requirements

The success of achieving the follow-through objectives outlined above will depend primarily on the quality, size, and dedication of the staff. Past experience in related kinds of programs has shown that program failure is often caused by such deficiencies as excessive case load for the size of the staff, poor staff management, and insufficient staff competencies. Further, in interviews with CETA training program personnel, the most often cited barrier to providing follow-through services was insufficient staff to handle the increased demands for client services.

As a guide for staffing a follow-through services program, three major requirements should be considered: staff functions, staff competencies required to carry out the functions, and staff composition and size.

Methodology for Identifying Staffing Requirements

Staff functions and competencies for this model were identified through an analysis of the activities suggested by the follow-through program objectives--that is, client needs assessment, the delivery of follow-through services, and program evaluation. The analysis was conducted using a modified DACUM process. In the traditional DACUM process (Adams 1975), a committee of experts is convened to analyze an occupation. The committee, comprised of representatives of the occupation who are recognized for their competence in the field, works together in a brainstorming fashion to develop a list of functions, or general areas of competence, which comprise the occupation. They then analyze the functions to identify the skills within each and refine, sequence, and structure the competencies so that the final list represents the consensus of the committee.

Since the intent of this project was to propose a preliminary list of staff functions and competencies that subsequently could be validated through a more formal process (such as DACUM), the traditional DACUM process was modified. The modification involved individually soliciting suggestions from experts in the field in addition to convening a group of experts to generate a list of staff functions and competencies. The advantage of this modification was that it captured valuable suggestions from experts in the field during program visits.

A further modification involved the choice of "experts." Since follow-through services are not currently offered in any organized manner, a committee of representatives of an existing occupation--for example, follow-through counselors--could not be convened. Experts were selected for this process on the basis of having demonstrated knowledge and experience in areas judged to

be most closely related to follow-through--that is, in providing educational and counseling services to disadvantaged clients. They included vocational teachers, CETA counselors and administrators, teacher educators, and vocational researchers.

The process consisted of three phases. During the first phase a panel of thirty experts independently identified a tentative list of staff functions and competencies. A considerably larger panel was used in this phase than in subsequent phases to provide a broad resource base. In the second phase, three of the original experts met as a group with project staff to review the tentative list of staff functions and competencies. The suggested revisions emerging from this meeting were carried out by project staff with the assistance of an authority on the DACUM process, who was especially helpful in editing the competencies and improving their functional organization. In the third phase of the process, the revised list was reviewed independently by four experts in the field to confirm the preliminary list of functions and competencies. These experts were part of the original group from phase one. Suggested revisions were implemented by the project staff.

Staff Functions and Competencies

Through the process discussed above, the following functions and competencies were identified for staff who would provide follow-through services.

Functions:

- Individual and group counseling
- Employer contacts
- Agency referral contacts
- Subcontracting for services
- Designing and developing materials
- Evaluating services
- Monitoring counselor case loads

Competencies:

Individual and group counseling. The counseling function was divided into four subgroups: general, employability, job adjustment, and career and educational planning. The first subgroup represents a common core of competencies that are relevant to all areas of follow-through counseling regardless of the service area in which they are used. The last three relate respectively to specific follow-through services described in the model: job search assistance, job adjustment counseling, and career planning and training assistance.

General

- Interview clients, by telephone or in person, to obtain information on their current education and employment status.
- Determine clients' needs for follow-through services based upon the assessment of their education and employment status.
- Maintain appropriate records documenting counseling activities performed.
- Develop rapport with clients: exhibit empathy and patience, be sincere, use tact, build trust, and learn the language or jargon of the client population.
- Recognize the influence of clients' other life roles and priorities (e.g., family responsibilities) on employability.
- Educate clients' significant others concerning the value of follow-through services for the clients in order to gain the support of those others.
- Observe clients' physical and emotional status (e.g., use of drugs and alcohol, ability to get along with others) to identify problems that may affect their job success.
- Encourage clients to develop positive attitudes toward themselves, others, and work.
- Provide opportunities for clients to develop personal motivation and a sense of responsibility.
- Instruct clients on problem-solving techniques and encourage them to use techniques for solving various kinds of problems.

Employability

- Instruct clients in methods of locating job openings.
- Teach clients how to interview for jobs and to prepare job application materials.
- Inform clients of conditions of employment (e.g., the employer's and employee's rights and expectations, criteria for advancement).

- Explain the woman's expanding role in the United States Labor force to those clients whose culture defines the woman's employment role in a traditional or limited way.

- Arrange for clients to observe successfully employed role models (e.g., through on-the-job visits, classroom visits by persons outside the program or former program participants, media presentations).

- Encourage clients to seek employment despite apparent lack of progress.

- Describe acceptable and unacceptable behavior for the world of work (e.g., attitudes, appearance, attendance, promptness, adherence to organization's rules).

Job Adjustment

- Assist clients in examining their employment situations to identify job-related factors (e.g., insufficient job knowledge, poor work habits, negative attitudes) that impede their optimal job performance.

- Assist clients in assessing problems outside the job (e.g., inadequate child-care or transportation) that impede their optimal job performance.

- Use group counseling techniques, such as lecture, group discussions and conferences, training groups, role playing, simulations, gaming, in-basket techniques, and use of audiovisuals, to help clients identify and solve job adjustment problems.

- Counsel clients on a one-to-one basis to help them identify and solve their job adjustment problems.

Career and Educational Planning

- Provide clients with career information to assist them in exploring and choosing careers.

- Maintain a file of support service agencies including, contact information, referral procedures and services provided.

- Contact agencies to inform them of clients' service needs.

- Inform clients of agencies that can provide required support services.

Subcontracting for Services

- Identify services needed from outside sources.
- Identify available service providers.
- Determine available funds to be expended on outside services.
- Develop formal requests for services.
- Initiate contracts with service providers according to established policies and procedures.

Designing and Developing Follow-Through Materials

- Determine the kinds of materials needed to support follow-through services.
- Acquire and evaluate the appropriateness of existing materials for follow-through services.
- Revise or adapt existing materials for use in follow-through services.
- Develop follow-through materials, such as instructional packages, filmstrips, slide/tapes, and group exercises.
- Arrange for the development of follow-through materials.

Evaluating Services

- Review goal(s) and objectives of follow-through services.
- Determine which elements of follow-through services are to be evaluated.
- Identify measures of success of follow-through services.
- Identify sources of feedback information for evaluating follow-through services.
- Develop methods for collecting information for follow-through evaluation.
- Determine methods by which evaluation information can be analyzed.

- Determine means of transmitting feedback information (for follow-through evaluation) to staff (e.g., forms, reports, staff meetings).

- Determine a time schedule for collecting, analyzing, transmitting, and reacting to evaluation information.

- Provide information about future trends and technological changes that may affect employment.

- Help clients to develop career decision-making, goal-setting, and goal-achieving skills.

- Encourage and support clients who are interested in careers that are nontraditional for their sex.

- Assist clients in assessing and redirecting career goals.

- Identify outside sources for career planning assistance to which clients can be referred.

- Inform clients of education and training organizations and institutions that may meet their training needs.

Employer Contacts

- Identify existing employment opportunities for clients.

- Obtain job information from employers, such as job requirements, evaluation procedures, criteria for advancement, company policies, regulations, and benefits.

- Review with employers the traits (skills, work habits, and personal characteristics) they are seeking in potential employees.

- Confer with employers about clients' performance, progress, job adjustment problems, and ways the clients can resolve their problems.

- Discuss with employers the reasons for client job terminations.

- Mediate between employers and clients to help resolve conflicts when job-threatening situations arise.

Agency Referral Contacts

- Identify agencies in the community that provide support services.
- Obtain literature describing community support services (e.g., a support services referral handbook).
- Review with agency staff specific information about available services (e.g., type of service provided, eligibility, methods of referral, fees, schedules).

Monitoring Counselor Case loads

- Determine an appropriate counselor-client ratio.
- Devise procedures for assigning clients to counselors and for counselors to substitute for each other in the event of absence.
- Establish a schedule of services, including follow-up checkpoints and maximum period of service delivery.
- Devise a plan for maintaining contact with clients through which to conduct ongoing needs assessment.
- Instruct clerical staff on scheduling client appointments.
- Devise staffing plans and schedules for conducting group activities.
- Develop procedures for terminating clients' participation in the program.
- Establish procedures for counselors to report their progress and problems in maintaining their client case loads.

Staff Composition and Size

Three types of staff are needed in a follow-through program: a services coordinator, counselors, and one or more clerical workers. The duties of each are described as follows.

Coordinator of follow-through services. This person is responsible for the administration of follow-through services. Duties include the following:

- Supervising staff
- Assigning and monitoring the counselor case load
- Designing, implementing, and evaluating services
- Coordinating functions within the follow-through services program
- Coordinating follow-through services with other related programs and agencies
- Administering the budget

Follow-through counselors. These staff members are directly responsible for providing follow-through services to clients to enhance their job success and career progression. Services may include the following:

- Needs assessment
- Placement assistance
- Individual and group counseling
- Training in job search skills
- Career planning assistance
- Identification of training opportunities
- Referral to appropriate agencies for assistance with personal problems

Counselors also provide assistance to the coordinator in the administration and evaluation of services.

Clerical workers. Clerical staff are responsible for providing clerical and administrative support for follow-through services. Duties include such routine office work as the following:

- Typing
- Filing
- Processing forms
- Arranging appointments
- Answering telephones

Clerical services may also be provided for clients participating in job search activities.

The size of the counseling staff will vary with the size of the service case load. There is no precedent for client-counselor ratios for follow-through services; however, on the basis of past experience with similar programs (Gonzales 1980), it is recommended that the ratio not exceed 60:1. In dense urban areas, a somewhat smaller case load may be advisable. The size of the clerical staff will depend upon the number of other staff in the program, client case load, whether clerical services are provided to clients conducting job search activities, and other factors.

Gordon and Erfurt (n.d.), on the basis of work with disadvantaged clients in the Jobs/Now program, advocate a racial/ethnic mixture among the staff. Among other things, this enables the staff to observe client interaction with people of different backgrounds and to identify any potential job adjustment problems related to racial/ethnic factors. For similar reasons, representation of both sexes in the counseling staff might be advisable.

REFERENCES

A Job that Goes Someplace. New York: Guidance Associates, n.d.

ABC's of Getting and Keeping a Job. Jamaica, NY: The Eye Gate House, n.d.

Adventure - Lifelong Learning Simulation. Cambridge, MA: Abt Associates, n.d.

American Trade Schools Directory. Queens Village, NY: Croner Publications, 1974.

Barron's Guide to Two-Year Colleges. Woodbury, NY: College Division Barron's Educational Series, 1979.

Bowers, E.; Sechler, J.; Spain, R.K.; and Canora, V. Options Unlimited: Recruiting Women and Men for Nontraditional Enrollment (Postsecondary and Adult). Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980.

Boocock, S.S. Life Career Game. New York: Western Publishing, 1968.

Campbell, R.E.; Wynn, G.A.; Ransom, R.M. Coping in the World of Work--Practice in Problem Solving: Instructor's Handbook. Research and Development Series 120A. Columbus, OH: The Center of Vocational Education, 1977.

Cass, J. and Birnbaum, M. Comparative Guide to Two-Year Colleges and Career Programs. New York, NY: Harper and Row Publishers, 1976.

"CETA Serves 4 Million in FY 1979." ETA Interchange 6(April 1980): 8.

CETA Works: A Selection of Programs. Washington, DC: National Association of Counties, 1979.

Current Statistics. New York: Standard and Poor's Corporation, June 1980.

Eggeman, D.F.; Campbell, R.E.; and Garbin, A.P. Problems in the Transition from School to Work as Perceived by Youth Opportunity Center Counselors: A National Survey. Research Series No 53. Columbus, OH: The Center for Vocational and Technical Education, December 1969.

Employment and Training Report of the President. Washington DC: U.S. Government Printing Office, 1979.

Exploring the World of Work. Cincinnati, OH: Specialized Service and Supply Company, n.D.

Fontelle, G., ed. Community, Junior, and Technical College Directory. Washington, DC: American Association of Community and Junior Colleges, 1979.

Garbin, A.P.; Campbell, R.E.; Jackson, D.P.; and Feldman, R. Problems in the Transition from High School to Work as Perceived by Vocational Educators. Research Series No. 20. Columbus, OH: The Center for Vocational and Technical Education, October 1967.

Getting a Job. New York: Education Design n.d.

"Getting It Together." Going Places Vol. 3 No. 4(Winter 1978): 32-33.

Gonzales, C. From a personal communication, Santa Fe, NM: August 29 1980.

Goodwin, L. What has been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications. Worcester, MA: Worcester Polytechnic Institute, February 1977.

Gordon, J.E. and Erfurt, J.C. Placement and After: A Manual for Coaches and Other Employment Workers. Ann Arbor, MI: School of Social Work, the University of Michigan and Detroit, Michigan: Institute of Labor and Industrial Relations, The University of Michigan-Wayne State University, n.d.

Haccoun, R.R. and Campbell, R.E. Training Methods and Intervention Strategies Relevant for Work Entry Problems of Youth. Columbus, OH: The Center for Vocational and Technical Education, July 1972.

Handley, H.et al. Influence of Model Vocational Programs on the Attitudes of Rural Disadvantaged Adolescents. Mississippi State, MS: Mississippi State University, August 1975.

Heffernan, J.M.; Macy, F.U.; and Vickers, D. Educational Brokering a New Service for Adult Learners. Syracuse: NY: The National Center for Educational Brokering, January 1976.

Human Services - A Framework for Decision-Making. Lexington, KY: The Council of State Governments, December 1974.

Job Hunting: Where to Begin. New York: Guidance Associates, n.d.

Kay, E.R. Directory of Postsecondary Schools with Occupational Programs. Washington, DC: U.S. Government Printing Office, 1978.

Lovejoy, C.E. Lovejoy's Career and Vocational School Guide. New York: Simon and Schuster, 1978.

Oetting, E.K., Cole, C.W.; and Miller, C.D. Stages of Work Adjustment and the Disadvantaged, Volume II. Fort Collins, CO: Colorado State University, December 1974.

On the Job. New York: Educational Design, n.d.

Opportunity. Englewood Cliffs, NJ: Scholastic Book Services, n.d.

Placement Services: A Training Manual. Ann Arbor, MI: Prakken Publications, 1977.

Reubens, B. Bridges to Work: International Comparisons of Transition Services. Conservation of Human Resources Series 3. New York: University Books, 1977.

Roles and Goals. Niles, IL: Argus Communications, n.d.

Rosenberg, J. "New Youth Program Aimes Are Set." ETA Interchange 6(April 1980): 4.

Shippen, S.J. and Wasil, R.A. Placement and Follow-up. Lexington, MA: Xerox Individualized Publishing, 1977.

Singer, N.M. and Altschuld, J.W. Seek. Columbus, OH: National Center for Research in Vocational Education, 1977.

Taggart, R. and Wurzburg, G. "Opportunities for Vocational Education in Youth Employment Training Programs." Youth Unemployment: Solving the Problem. Arlington, VA: The American Vocational Association, 1978.

"The Employment Situation: July, 1980." News. Washington, DC: Bureau of Labor Statistics, July 1980.

Trouble at Work. Pleasantville, NY: Guidance Associates, n.d.

Turner, S. and Conradus, C. Supportive Services: CETA Program Models. Washington, DC: U.S. Government Printing Office, 1978.

U.S. Department of Labor. Employment and Earnings. Washington, DC: U.S. Government Printing Office, October 1980.

U.S. Department of Labor. Handbook for Young Workers. Washington, DC: U.S. Government Printing Office, 1965.

U.S. Department of Labor. How to Get and Hold the Right Job. Washington, DC: U.S. Government Printing Office, n.d.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1980-81 Edition. Washington, DC: U.S. Government Printing Office, March 1980.

U.S. Department of Labor, Employment and Training Administration. Continuous Longitudinal Manpower Survey. Report MEL 79-06. Contract No. 23-24-75-07. Washington, DC: U.S. Government Printing Office, March 1979.

U.S. Department of Labor, Employment and Training Administration. Dictionary of Occupational Titles. 4th ed. Washington, DC: U.S. Government Printing Office, 1977.

U.S. Department of Labor, Employment and Training Administration. Guide for Occupational Exploration. Washington, DC: U.S. Government Printing Office, 1979.

U.S. Department of Labor, Employment and Training Administration. Guide to Local Occupational Information. 5th ed. Washington, DC: U.S. Government Printing Office, 1976.

U.S. Department of Labor, Employment and Training Administration. Youth Program Models and Innovations. Washington, DC: U.S. Government Printing Office, September 1978 through August 1979.

U.S. Department of Labor, Manpower Administration. Job Guide for Young Workers. 1969-70 ed. Washington, DC: U.S. Government Printing Office, 1969.

U.S. Department of Labor, Women's Bureau. A Working Woman's Guide to Her Job Rights. Washington, DC: U.S. Government Printing Office, 1975.

Wegmann, R.G. "Job-Search Assistance: A Review." An unpublished paper. Houston, TX: University of Houston at Clear Lake City, July 1979.

Wircenski, J.L. Exemplary Programs for the Disadvantaged: A Report of a National Study. University Park, PA: Division of Occupational and Vocational Studies, The Pennsylvania State University, n.d.

You and Your Job Interview. New York: Guidance Associates, n.d.

Your First Week on the Job. New York: Guidance Associates, n.d.